

# **Thinking Strategically About Army Strategic Leadership: Revolution or Evolution?**

## **1999 Senior Leadership Seminar**

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**U.S. Army Research Institute  
for the Behavioral and Social Sciences**

**A Directorate of the U.S. Total Army Personnel Command**

**EDGAR M. JOHNSON  
Director**

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# **Thinking Strategically about Army Strategic Leadership: Revolution or Evolution?**

## **1999 Senior Leadership Seminar**

### **Overview**

Senior Army leaders and civilian leadership experts joined forces at the 1999 Senior Leadership Seminar to focus on the changing leadership operational environments and leadership requirements. Through the seminar discussions participants were able to separate fact from assumptions and to identify and locate constraints in their thinking about leadership in the changing Army. The following research note provides background information leading to the need and shaping of the conference, an overview of the conference itself, and concluding comments regarding the conference outcomes.

### **Background**

The leadership environment is changing as the Army implements new technology and new programs to meet changing operational requirements. Because the future Army's operating environment will continue to evolve in response to the extended geopolitical environment, judgments about the future conditions can provide insight into the future leader practices and leader development requirements. This knowledge and insight can help support senior leaders as they guide the Army in the 21<sup>st</sup> century.

In response to this need to understand the future environment and its impact on leadership, the Army Research Institute and George Mason University combined efforts to examine the future environment's impact on the Army's operation and leadership. A series of workshops, designed to build on previous research and academic and military leadership expertise, were held to frame and develop coordinated thoughts regarding this complex issue (Zaccaro & Klimoski, in press).

A summary of future focused reports from 1990-1999 organized significant changes in the extended environment around six sectors and their predicted impact on the Army's operational environment. The six sectors were geopolitical, technological, economic, socio-cultural, socio-political and demographic. As presented to leadership experts during one of the series of workshops, these changes in the environmental sectors have implications on leadership performance requirements, leader attributes that contribute to leader effectiveness, assessment and selection of Army officers, and training and development of officers (Zaccaro, Klimoski, Gade, & Psotka, in press). An example of the environment's impact on Army's operation would be that changes in the geopolitical environment would result in a greater range of contingency operations requiring the ability to rapidly assemble, deploy, and employ a force with a required mix of capabilities (Zaccaro, Klimoski, & Boyce, in press). Another result of the changing environment is the growing complexity, or transformation, of the battle-space in which Army officers must command. This, in turn, produces new pressures on leadership requirements. The demands of the new battle-space may impact the relative importance of core leadership dimensions (i.e., values, abilities, skills, and actions). In particular, values may have a new salience as new staffing philosophies and technological changes create a greater demand for trust among leaders and followers of diverse backgrounds and initial loyalties. Furthermore, constant

and rapid changes in the new battle-space place a premium on flexibility and adaptability as leader attributes (P. A. Gade, memo, September 22, 1998).

Leadership is evolving from a concept that is built primarily on the attributes of an individual to one where leadership is conceptualized as increasingly part of the social-political system of command. In this view, each part of the system will be under public scrutiny, often in "real time". Thus the conduct of leaders, the interaction of leaders and followers, the implementation of difficult assignments, often with advanced technology, all must be managed in a way to meet the expectations of the Army's diverse constituencies. This requires a re-look at the leadership attributes and competencies that are needed in Army leaders (Zaccaro, et al., in press). The identification and clarification of leader requirements is, however, only one step.

An over arching theme of the series of workshops was not only the Army is changing, but that the nature of change itself has evolved, and as senior military leaders guide the Army into the future, they need to consider the impact these changes have on the leadership environment. The Army needs to review its policies and practices designed for the assessment and development of these new requirements. Answers are needed for several pertinent questions including 1) What is now being done that is relevant to the development of the new competencies? 2) Can this be done better? 3) What must be put in place to insure that the newly salient competencies are developed in a timely and efficient manner? 4) In particular, how can new policies regarding career planning and advancement ensure that such development takes place? 5) And finally, how can the Army put into place a self-monitoring system to measure its progress in this area? Given the public nature and scrutiny of even the most distant deployments, the Army leadership needs to know on a continuous and timely basis that it is preparing its leaders well for the demands of the new battle-space. The effective management of these changes is a central challenge facing Army officers.

Senior Army officers recognized the need to better understand the changing leadership operational environment and changing leadership requirements. As a result, LTC David Ohle, the Deputy Chief of Staff for Personnel (DCSPER) sponsored the Senior Leadership Seminar to begin the discussion of how senior Army leaders need to frame these issues and re-conceptualize their thinking about leadership.

### **The Conference**

The first Senior Leadership Seminar, sponsored by LTC Ohle and hosted by the Army Research Institute's Organization and Personnel Resources Research Unit (ARI/OPRRU) and George Mason University (GMU), was held at GMU in Fairfax, Virginia on September 10, 1999. Invitations (example shown in Appendix A) were extended to senior Army leaders who are responsible for aspects of leader development and policy and academic and industry leadership experts.

As described in the invitation, the focus of the conference was on the changing leadership operational environments and leadership requirements. Specifically, the invitees were informed that the conference was a "senior-level seminar for strategically focused discussions and presentations covering approaches to thinking about the many dramatic changes confronting future leaders".

Eighteen military and civilian representatives attended the half day seminar. A list of the participants is located in Table 1. Full contact information is provided at Appendix B. Prior to the conference, these participants were provided with two articles to support their preparation for the meeting. The two articles, "*Achieving and maintaining strategic competitiveness in the 21<sup>st</sup> century: The role of strategic leadership*" (Ireland & Hitt, 1999) and "*Navigating in the new competitive landscape: Building strategic flexibility and competitive advantage in the 21<sup>st</sup> century*" (Hitt, Keats, & DeMarie, 1998) were chosen to provide a common grounding for the seminar discussions.

Table 1

1999 Senior Leadership Seminar Participants

SPEAKERS	
Dr. R. Duane Ireland	
GEN Gordon R. Sullivan	
LTG David H. Ohle	
PARTICIPANTS	
MILITARY	ACADEMIC/CONSULTING
LTG William M. Steele	Dr. Bruce J. Avolio
MG Thomas W. Garrett	Dr. David V. Day
MG Julian Hall Burns, Jr.	Dr. Alan Gropman
MAJ Spencer J. Campbell	Dr. James G. Hunt
MG Stewart W. Wallace	Dr. Katherine J. Klein
BG John R. Wood	Dr. Robert Lord
Dr. A. Michael Andrews, II	Dr. John Mathieu
Dr. Robert F. Holz	Dr. Charles J. Palus
Dr. Edgar M. Johnson	Dr. Joyce Shields
HOSTS	
Dr. Paul A Gade	Dr. Richard J. Klimoski
Dr. Joseph Psotka	Dr. Steven J. Zaccaro

As detailed in the Agenda (shown in Table 2), Dr. R. Duane Ireland of Baylor University and General (Ret.) Gordon Sullivan of the Association of United States Army (AUSA) were the featured speakers, followed by an executive roundtable discussion lead by Drs. Stephen Zaccaro and Richard Klimoski of George Mason University. Dr. Ireland's presentation, "Effective Strategic Leadership and Human Resource Management Practices in the 21<sup>st</sup> Century Army" expanded on the concepts proposed in the articles participants were asked to review prior to the seminar. Following Dr. Ireland, GEN Sullivan responded with his opinion of the Army perspective, "Strategic Leadership". A copy of Dr. Ireland's and GEN Sullivan's presentations is located at Appendix C and D, respectively.

Table 2.

1999 Senior Leadership Seminar Agenda

TIME	EVENT
1:00 – 1:15	Welcome and Overview
1:15 – 2:15	Briefing by Dr. R. Duane Ireland
2:15 – 2:45	Briefing by GEN Gordon R. Sullivan
2:45 – 3:15	Facilitated Discussion <ul style="list-style-type: none"> <li>• Reactions/Response to Dr. Ireland's and GEN Sullivan's briefings</li> <li>• Potential Operational Environment in the Next 25 Years</li> </ul>
3:15 – 3:30	Afternoon Session Overview
3:30 – 3:45	Break
3:45 – 5:45	Facilitated Discussion <ul style="list-style-type: none"> <li>• Given the general expectations for the changing Army environment, how would you characterize the status and readiness of rising senior leaders in the U.S. Army?</li> <li>• Given this characterization, what, if anything, needs to change regarding current leadership policy and practices (e.g., recruitment, assessment, selection/promotion, development, placements/rotation, etc.)?</li> </ul>
5:45 – 6:00	Conference Wrap-up
6:00 – 6:30	Pre-Dinner Mixer
6:30 – 8:30	Dinner and Closing Comments by LTG David H. Ohle

Two questions were directed to the group by Drs. Zaccaro and Klimoski to guide participant discussion and assist participants in understanding and expanding their thinking about leadership and the need for a revolution in thinking about leadership as the Army changes. The two questions were:

1. *Given the general expectations of the changing Army environment, how would you characterize the status and readiness of rising senior leaders in the U. S. Army? and*
2. *Given this characterization, what, if anything, needs to change regarding current leadership policy and practices (e.g., recruitment, assessment, selection/promotion, development, placements/rotation, etc.)?*

During the seminar, ARI and GMU staff took notes of the presentations and discussions to support future reviews, analysis, and conferences. A summary of these recordings is located in Appendix E with the full dialogue included at Appendix F. The summary highlights the overarching themes of the afternoon discussions while the full dialog is the chronological exchange of the participants. The four major issues highlighted in the summary are Future

Operating Environment, Leader Policy Issues, Leadership Development, and Research Issues. Participants were provided the opportunity to review and comment on the conference summary and notes. Three of the 18 participants indicated that the summary and notes were acceptable. One participant identified an error in a comment attributed to her and the statement was revised accordingly.

Following the lively structured discussions, the participants reconvened for dinner and informal discussions. LTG Ohle's post-dinner presentation, "*Thinking Strategically about Army Strategic Leadership, Evolution or Revolution?*" captured many of the thoughts presented during the afternoon and related the ideas to his experiences and visions. A copy of LTG Ohle's presentation is located at Appendix G.

### **Conference Outcomes**

Dr. Joseph Psotka and Drs. Zaccaro and Klimoski prepared the executive and descriptive summaries of the conference (Appendix H and I, respectively). The executive summary highlights the significant ideas, discussion points, insight, and recommendations that resulted from the 1999 Senior Leadership Seminar. The descriptive review discusses the likely makeup of the future operating environment, deals with many leadership policy issues, suggests improvements in leadership development, and points to new leadership research.

In addition, Dr. Charles Palus contributed a postscript of his observations and comments regarding the leadership development topics (Appendix J). Dr. Palus compared his previous experiences and observations of corporate senior leader groups facing complex adaptive challenges with Army's strategic leadership. Participants were encouraged to respond to Dr. Palus and continue the leadership dialog.

Overall, the seminar achieved several goals including establishing an avenue for senior Army leaders and civilian leadership experts to interact and discuss future leadership issues. Further, the seminar achieved a shared understanding among the participants regarding many future Army leadership issues and potential consequences. Participants, generally, agreed that a revolution versus evolution was needed in thinking strategically about Army strategic leadership. Finally, the productive exchange of ideas and experiences highlighted the need and desire for continued dialog among the Army and civilian leadership experts. As a result, the 2<sup>nd</sup> Senior Leadership Seminar is currently scheduled for February 2000.

## References

Ireland, R. D., & Hitt, M. A. (1999) Achieving and maintaining strategic competitiveness in the 21<sup>st</sup> century: The role of strategic leadership. Academy of Management Executive, 13(1), 43-57.

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Zaccaro, S. J., Klimoski, R. J., & Boyce, L. A. (1999). The Changing U.S. Army: A summary of future focused reports from 1990-1999. (ARI Research Report 1747). Alexandria, VA: United States Army Research Institute.

Zaccaro, S. J., Klimoski, R. J., Gade, P. A., & Psotka, J. (1999). Army leadership in the 21<sup>st</sup> century: A proposed research framework (ARI Research Note 99-34). Alexandria, VA: United States Army Research Institute. (DTIC Number AD A368 441)

Appendix A

Example Invitation Letter for 1999 Senior Leadership Seminar

**DEPARTMENT OF THE ARMY  
OFFICE OF THE DEPUTY CHIEF OF STAFF FOR PERSONNEL  
WASHINGTON, DC 20310-0300**

June 1, 1999

Major General Stewart W. Wallace  
Commanding General  
United States Army Cadet Command  
Fort Monroe, Virginia 23651

Dear General Wallace:

I would like to invite you to join me in an exciting session on the Next Revolution in Leadership: Leadership for the Future. This meeting will be held at George Mason University in Fairfax, Virginia, on September 10, 1999. I intend to use the afternoon and evening to complement work that is being accomplished across multiple venues. I am looking to establish a common framework for conducting leadership research and an agenda for Leading the Human Dimension of Change.

The senior-level seminar will begin at 2:00 p.m. We will set the stage for strategically focused discussions with a presentation covering approaches to thinking about the many dramatic changes confronting future leaders. This session will be followed by a roundtable discussion with fellow general officers and selected senior leadership researchers. Dr. Richard Klimoski of George Mason University will facilitate. Our focus will be on the changing leadership operational environments and leadership requirements. Each of these areas suggests a need for a revolution in thinking about leadership. Through this discussion we hope to separate fact from assumptions and to identify and locate constraints in our thinking about this topic as our Army changes. A dinner and speech will follow our afternoon discussion and will continue the theme of the roundtable.

I hope that this will be the first of several leadership roundtables to stimulate our thinking as we shape the Army leadership of the future. I look forward to your participation. My points of contact for this conference are Dr. Paul Gade, (703) 617-8866, at [gade@ari.army.mil](mailto:gade@ari.army.mil) and Dr. Joe Psotka, (703) 617- 5572, at [psotka@ari.army.mil](mailto:psotka@ari.army.mil). They will provide further details in the near future.

Sincerely,

David H. Ohle  
Lieutenant General, U. S. Army  
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## Appendix B

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## Appendix C

### Effective Strategic Leadership and Human Resource Management Practices in the 21st Century Army

Presentation by  
R. Duane Ireland, Ph.D.  
September 10, 1999



*Effective Strategic Leadership and Human  
Resource Management Practices in the 21st  
Century Army*

R. Duane Ireland, Ph.D.

September 10, 1999



*Strategic Leadership: Its Importance and  
Character*

- 21st century will demand *leaders* more than *managers* (managers do *things right*; leaders do the *right things*)
- Hard to define, effective leadership is easier to observe
- “Managers influence through bureaucratic systems; leaders influence through vision & challenge; managers motivate through rewards & punishment; leaders motivate through values & shared goals” (Lawler, 1996)
- “Leaders ask the *what* and *why* question, not the *how* question” (Picken & Dess, 1999, 182)

### ***Importance & Character - Continued***

- Increasingly, strategic leadership (SL) will become an important differentiator between success & failure
- When hard to understand & imitate, SL is a source of competitive advantage (do something better than others; or, do something others cannot do)
- Long term, though, "You do not merely want to be considered just the best of the best. You want to be considered the only ones who do what you do"
- SL requires the abilities to anticipate, envision, be flexible, think strategically, create change with others

### ***Global Economy & New Competitive Landscape***

#### ***Drivers of Strategic Leadership Importance***

- "In the 21st century, things will be very much like today, only more so" (Nevins & Stumpf, 1999)
- Global economy demands continuous improvements & high performance in terms of: (1) *quality* of goods & services; (2) *production costs*; (3) *speed* to market; (4) constant & rapid *innovation* (Lawler, 1996)
- Multiple creators of global economy
- *Global connectivity*-Internet makes it possible & necessary to determine how to bring all together

### *Global Economy - As Creators*

- *Boundaryless economies*--firms think global at "birth"
- *Worldwide labor markets*--work moves to where required skills are available at the lowest cost
- *Instantly linked information*--data is less expensive & less difficult to move (easier to create information that can be distributed & shared widely)
- *Agile new competitors*--creation can be easier than resurrection (no experience handicap)
- Excess capacity, disintermediation (through new distribution channels), internal communications

### *Global Economy - Realities As Outcomes*

- "All institutions must make global competitiveness a strategic goal. No institution, whether a business, a university or a hospital, can hope to survive, let alone to succeed, unless it measures up to the standards set by the leaders in its field, anyplace in the world" (Drucker, 1999)
- Today, "any institution--and not just businesses--has to measure itself against" world standards (Drucker)
- Multiple predictions--globalization is Americanization (Gorbachev, 1999); harmony vs. unrest; gap growth or reduction (Zahra, 1999)

### *Global Economy - More Realities and Outcomes*

- Since 1983, 25 million computers have been added in the U.S. workforce; number of cellular telephones went from zero in 1983 to 16 million by the end of 1993
- In 1993, more than 19 million people carried pagers and almost 12 billion voice mail messages were formed
- More information developed in last 30 years than during previous 5,000 years; plus, available information supply doubles every 5 years
- Less than half of industrial world's workforce will hold full-time jobs at beginning of 21st century. Contingent workforce has grown 57% in last 15 years

### *The New Competitive Landscape*

- Financial markets have become less nation-based
- Industry consolidations (e.g., automobiles)
- Wealth creation has shifted from capital-intensive industries (e.g., cars; steel) to information-intensive industries (e.g., financial services; logistics ) (Dess & Picken, 1999)
- Innovation-driven industries (e.g., computer software) are key sources of growth & employment (leadership of human capital is the key to success here)
- Increasing criticality of knowledge

### *More-On Knowledge*

- “More than half of the total GDP in rich economies is now knowledge-based”
- “Knowledge workers, from brain surgeons to journalists--account for 8 out of 10 new jobs”
- “In the information age, *things* are ancillary, *knowledge* is central. A company’s value derives not from things, but from knowledge, know-how, intellectual assets--all embodied in people” (Dess & Picken, 1999)
- “Most valuable asset of 21st century firm, whether business or nonbusiness, will be its knowledge workers & their productivity” (Drucker, 1999)

### *What's Knowledge?*

- Most meaningful way to differentiate from competitors is to do an outstanding job with knowledge (Gates)
- “Knowledge is information whose validity has been established through tests of proof;” all that is known
- “Knowledge differs from opinion, speculation, beliefs, or other types of unproven information.”
- Knowledge includes such codified products as written documents and blueprints as well as tacit knowledge such as uncoded routines (Liebeskind, 1996)
- Knowledge is a resource locked in the human mind

### ~~The New Competitive Landscape-Continued~~

- Need for a new mindset ("real action is at the level of individual mindsets"-Sorrell, 1999)
- Competition is both product vs. product and mindset vs. mindset (Hamel & Prahalad, 1990)
- Today's mindset demands mental agility, flexibility (the ability to quickly reconfigure resources in response to environmental demands--Wright & Snell, 1998), speed, innovation & global strategic thinking
- It is more reassuring to stay as we are, even though failure is certain, than to jump into a new way of working when success is not guaranteed

### ~~So, What's New? If Anything, It's Been Here, Done Here??~~

- Clearly, global competitors have a very different way of thinking about (1) leadership and management, (2) the organization of work, (3) character of relationships with stakeholders (e.g., customers, suppliers, government officials), & (4) the relative value of leading as opposed to managing (Lawler, 1996)
- "None of us is as smart as all of us"--cooperation & collaboration become more important daily (Bennis, 1997, page 3; Lawler, 1996, page 16)

### *Knowledge-Sharing Imperative*

- Shared access to each person's tacit knowledge--expertise, reasoning, judgment, & insight--is critical
- "Firms that once stood & succeeded on the basis of tool and muscle power now succeed or fail on the basis of cumulative brainpower--the extent to which they encourage their people to make tacit knowledge explicit by selflessly sharing knowledge" (Stauffer, 1999)
- People at "bottom" of firm know more about what is going on than those at the top: "leaders must give those people the freedom and the resources they need to make decisions" in light of knowledge (Sorrell, 1999)

### *Core Rigidities*

- Success doesn't beget success--it begets failure because the more that you know a thing works, the less likely you are to think that it won't work. When you've had a long string of victories, it's harder to foresee your own vulnerabilities (Wexner, The Limited; Dess & Picken, 1999). Thus, strengths can become weaknesses
- Avoid active inertia (tendency to follow established patterns of behavior--even in response to dramatic environmental shifts) (Sull, 1999)
- Should not hesitate to cannibalize an existing strategic position to create the next one (Eisenhardt, 1999)

### *Hallmarks of Active Learning Core Rhythms*

- “We know our competitors inside out”
- “We will never relinquish our competencies”
- “Our processes are so well tuned that the unit could practically run itself”
- “If it ain’t broke, we don’t fix it”
- “Our corporate values are sacred; we’ll never change them, regardless of what happens”
- “Our top priority is keeping current customers satisfied”
- “We don’t innovate much, but we run a tight ship”

### *Hallmarks of Active Learning*

- Strategic Frames-mental models (mindsets) that shape how leaders/managers see the world
- Frames restrict vision & noticing of opportunities
- With rigidity, frames become *blindness*, forcing observations into existing schemes (Laura Ashley’s sales declines & basic shifts)
- Processes-the way things are done. Hardened processes become *routines*
- Must prevent routines from becoming an end rather than being a means to an end (McDonald’s)

### *Hallmarks of Active Inertia - Part II*

- Relationships-Links with stakeholders
- Relationships are vital, but cannot become *shackles* (Apple's failure to induce discipline in its creative organization)
- Values--The set of shared beliefs that determine culture; reflect our view of ourselves and others
- Don't want values to harden into rigid rules & regulations that are legitimate because they are enshrined in precedent
- Success breeds inertia; inertia breeds failure

### *Strategic Leadership - Then*

- With decision making discretion, latitude & control of information, strategic leaders made key strategic choices individually
- Frequency of belief in the triumphant individual. "In our society, leadership is too often seen as an inherently individual phenomenon" (Bennis)
- Relatively stable and predictable environmental conditions yielded manageable amounts of uncertainty and ambiguity
- Today, the most effective leaders (1) understand that they can't have all answers, (2) they want to learn from others, & (3) they recognize effects of conditions on all

### *Strategic Leadership Now*

- Skills required by today's strategic leaders include intellectual power, imagination, stamina, communication abilities, initiative & an ability to form and be a part of effective work teams (Kanter, 1999)
- Firms/units as communities; citizens work together to pursue/achieve a common purpose (Charles Handy)
- A person belongs to a community; but, the community belongs to no one individual--shared responsibilities
- SL is shared in communities through combinations of citizens (combinations are called great groups)

### *Strategic Leadership Now - Continued*

- "Leadership is all about dealing with change."
- Leadership means getting people to do willingly what they otherwise might not do; also, teach them how to thrive while facing great levels of uncertainty
- "The Armies that will win in the future--and, by extension, those organizations that will wage successful campaigns of any kind, whether they're commercial, military, or otherwise--will be those that marshal creative solutions in ambiguous circumstances. Everybody's got to know how to be a leader"
- (Peter Schoomaker, commander in chief of U.S. Special Operations Command)

### ***Great Groups as a Form of Strategic Leadership***

- Knowledge is shared in great groups--groups that are committed to constant innovation (product, process & administrative)
- Each person's talent comes alive in great groups; the leader finds greatness in the group and helps the members find it in themselves
- Great group characteristics: (1) an able, visionary leader, (2) acceptance of responsibilities, (3) broad-based learning, (4) acquisition of external knowledge, (5) maintenance of knowledge stocks, (6) delusional confidence, (7) intellectual curiosity, (8) urgent minds

### ***Characteristics of Great Group's Organizer***


- Sees great groups as webs of voluntary mutual responsibilities
- Knows that at the core of every great group is a dream--a dream of greatness
- Has a keen eye for talent
- Regards failure as a learning experience
- Is a pragmatic dreamer
- Seeks excellence from him or herself and others
- Reflects integrity, honesty, fairness, status reductions
- Committed to asking right questions of group partners

### *Summary Comments Regarding Framing of the Strategic Leader's Responsibilities*


- As a coach, wants to stimulate rather than control
- Is committed to speed of decisions, flexibility, capable delegation, teamwork (great groups), vision and the ability to simultaneously satisfy short- & long-run goals
- Committed to doing what is required to elicit the best each person has to offer (Rappleye, 1999) (practically everyone has unique, valuable knowledge--Stauffer, 1999)
- Welch--only 3 tasks to achieve: (1) choose the right people, (2) allocate the right resources to them, (3) transfer ideas across units at the speed of light

### *Effective Strategic Leadership Practices*

- A *configuration* of leadership practices leads to success in the 21st century
- Determining the unit's purpose or vision
- Exploiting & maintaining core competencies
- Developing human capital
- Sustaining an effective organizational culture
- Emphasizing ethical practices



- Being able to articulate a vision is critical (survey)
- Vision indicates what the unit expects to achieve & what it is willing to do to achieve it (Browne, 1998)
- Vision defines a unit's identity (Schoomaker, 1999)
- Provides a broad sense of what the unit does & what it wants to become (direction, legitimacy, motivation)
- Indicates a shared understanding of unit's future
- A dream, a vision is a contract among group members
- Filled with believers, great groups vision represents something that is vital to be accomplished



- Vision needs to stretch all resources
- Can be formed through scenario planning: (1) *for an oil company*--what happens with a precipitous decline in price? (2) *for universities*--what are the effects of new entrants into the marketplace?
- Important point is to involve all in forming vision
- "SOF has always been mission-focused. But now that mission has changed. We've had to change with it and develop new types of capabilities to fulfill it."
- Warriors & daring espionage agents to warrior diplomats and quite professionals

### ***BHAGs--An Important Outcome of An Inspiring Vision***

- Great (i.e., enduring) companies have BHAGs--big, hairy, audacious goals
- *Long time frame* (10-30 years); trying to stimulate unit to dramatically improve fundamental capabilities (Citicorp's desire for 1 billion worldwide customers)
- *Clear, compelling, easy to grasp*; Philip Morris's BHAG to replace R.J. Reynolds as the world's #1 tobacco firm
- *Connects with vision & values*--Nike's BHAG (to crush Adidas) "fit perfectly with Nike's core purpose to experience the emotion of competition, winning, & crushing competitors" (Collins, 1999)

### ***Exploiting and Maintaining Core Competencies***

- Core competencies are resources & capabilities that allow us to do something better than others do it or to do something others can't do
- Competencies exist only when what we do is valuable, rare, imperfectly imitable & non-substitutable
- Leaders must emphasize & nurture competencies
- Increasingly, competencies are knowledge based
- Driving knowledge's importance is *speed* of business world & different *expectations* (people know they have valuable inputs & want to provide them)

### *Core Competencies--Continued*

- *Nordstrom's*--customer service & merchandise packaging and presentation
- *Dell*--distribution channel
- *Sony*--ability to miniaturize products
- *Honda*--making of gasoline engines
- *Wal-Mart*--distribution channels & information processing
- *3M*--innovation
- Knowledge-based challenge--develop a social system in which people are willing to share knowledge

### *The "Flow" of Knowledge Sharing*

- *Develop a culture* in which sharing isn't detrimental to a person (rewarding top salesperson; top contributors)
- *Movement across units*--this causes people-embedded knowledge stocks to travel
- *Incentive systems*--use of performance appraisal systems "that say you're expected to (1) capture valuable knowledge, (2) archive it, (3) share it, and (4) use others' knowledge when you become aware of it"
- *Cross-functional teams*--decisions across boundaries
- *Communications forums*--best-practice case studies

### *Developing Human Capital*

- *Human Capital* is the collect intellect (knowledge & skills) of all citizens
- Commitment to significant investments (Andersen Consulting, Intel, GM, GE)
- "To create leaders with problem-solving skills, SOF constantly invests in its people's development"--want to teach people *how* to think
- "Training process starts with existing SOF leaders explaining to new members the importance of developing critical thinking skills-& that remaining in the force depends on learning how to apply them"

### *Developing Human Capital-Continued*

- Establish an environment in which it is acceptable to make mistakes
- "In the old SOF, heroes were rough-and-ready individuals. In the new SOF, heroes are teachers. SOF evaluates its leaders on how well they train, inspire, and develop their troops--not just one level down, but two levels down."
- "Ultimately, the most effective measure of a leader is the performance of his unit in his absence."

### *Sustaining an Effective Culture*

- Culture is a social glue that energizes or fails to energize the unit; most valuable culture causes people to interact in ways that serve the vision
- Culture is the set of values, work attitudes & norms of conduct that govern work behavior; “a shared set of internalized knowledge and values represents the unchanging core of an organization.”
- Match personnel with culture, not the reverse
- Spend more time helping people understand all operations

### *Emphasizing Ethical Practices*

- Ethical practices are a moral filter through which other practices pass
- Ethical practices are desired behaviors & performances
- Use of resources to pursue legitimate concerns of stakeholders
- Community, fairness & dignity of individuals are common values
- Drucker believes extensive debates will surface regarding legitimate purposes of organizations--thus, ethical “performance” is not as clear as in the past

## Appendix D

### Strategic Leadership

Presentation by

Gordon R. Sullivan, General USA(Ret.)

10 September 1999

# Strategic Leadership

*Leadership Conference*  
George Mason University  
Fairfax, Virginia

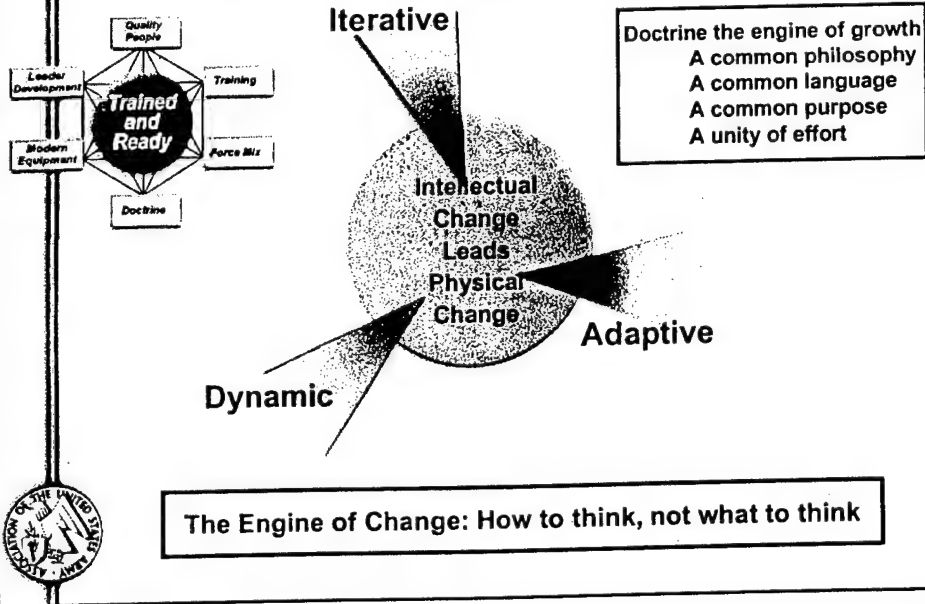
*Gordon R. Sullivan, General USA(Ret.)*  
10 September 1999



# Core Processes



## Using Doctrine to Change the Way We Change



## On Learning

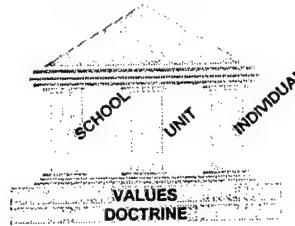
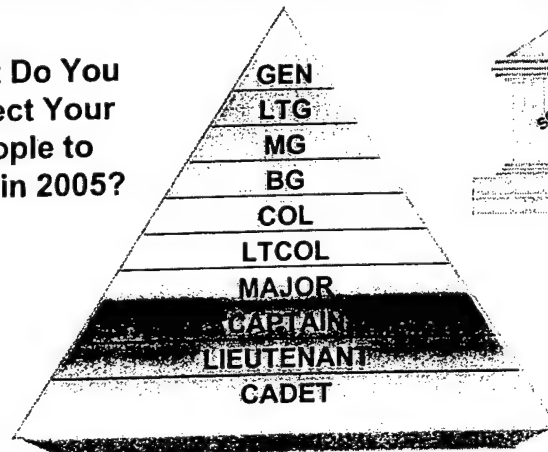
*...what determines your destiny is not the hand you're dealt; it's how you play your hand. And the best way to play your hand is to face reality -- to see the world as it really is -- and act accordingly.*

Jack Welch  
CEO General Electric



# Leader Development Process As a Tool for Growth

What Do You  
Expect Your  
People to  
"Be" in 2005?



SKILLS ♦ KNOWLEDGE ♦ ATTITUDE/BEHAVIOR

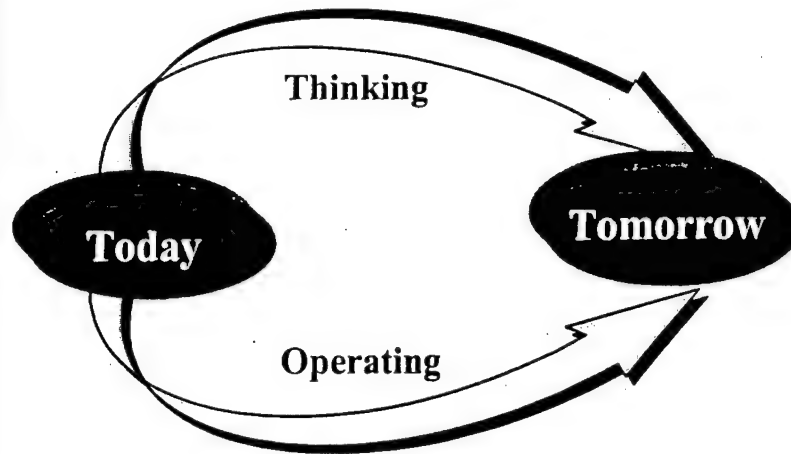


## DOCTRINAL EVOLUTION

1986	1993	2000
<u>AIR/LAND BATTLE</u>	<u>FORCE PROJECTION</u>	<u>FULL SPECTRUM OPS</u>
Unified/Specified CMDs	Joint/Multinational Force	Strategically Responsive and Relevant Force
High - Mid - Low Intensity (LIC)	War - Conflict - Peace (OOTW)	Full Spectrum Capability Offense, Defense, Stability, Support (ODSS)
Tenets: Initiative, Agility, Depth, Synchronization	Basic Tenets + Versatility (Non METL)	Basic Tenets + Dynamic of Operations/Training/Leadership Balance
Focus: Soviet Force Deep/Close/Rear Battles	Simultaneous Attack Battle Space/ Battlefield Organization	Define Purpose: Decisive/Shaping/ Sustaining Operations



## *Rule Number One...*



**Intellectual Change  
must lead Physical Change!**

## Appendix E

### 1999 Senior Leadership Seminar Summary Bullets

#### Thinking Strategically about Army Strategic Leadership: Revolution or Evolution?

##### Summary Bullets

By Joseph Psotka and Lisa Boyce

##### Future Operating Environment

- will be less predictable, dominated by knowledge industries, and demand greater speed of response. Flexible and adaptive leaders will be needed to deal with this increased information overload, uncertainty, and diversity of function.
- will be marked by more complex chains of command in novel missions, joint, coalition, peacekeeping, and peacemaking.
- will require all institutions to make global competitiveness a strategic goal. "No institution, whether a business, a university or a hospital, can hope to survive, let alone to succeed, unless it measures up to the standards set by the leaders in its field, anyplace in the world" (Drucker, 1999)
- will focus on knowledge. Things are ancillary – knowledge is central; and this knowledge is embodied in PERSONNEL, mostly as tacit knowledge. Drucker (1999) says that the most valuable asset in the 21<sup>st</sup> century is the knowledge worker. Wealth moving from industry to knowledge and services. Innovation is key source job growth. More than half of GDP is knowledge-based. How can the Army leverage this growth in knowledge?
- will impact recruiting. Temporary employees have grown 57% in last 15 years. What are the implications for recruiting?
- will be interwoven with continued technology growth. Since 1983, there has been a growth of millions of computers in the U.S. workforce. The number of cellular telephones has gone from zero in 1983 to 75 million today and many more with much more power tomorrow. Pager use has skyrocketed. The internet did not exist as we know it and more information has been developed in the last 30 years than during previous 5,000 years and continues to double every 5 years. Digitizing the Army has to remain a high priority. How can we use these digital systems for leadership development?

## Leader Policy Issues

- Synchronization of TLS with DOM.
  - When changes are made to the system, changes need to be based on the leader development system now.
  - LAM was a way to take modernization forward; but what was lagging was the TLS issues. OPMS XXI provided an opportunity to move all this forward and to synchronize TLS with DOM. More, however, needs to be done.
- Revolutionizing thought and action.
  - "It is more reassuring to stay as we are even though failure is certain than to jump into a new way of working when success is guaranteed."
  - "Success doesn't beget success: it begets failure." Long string of victories can become weaknesses that make it harder to see vulnerabilities. Complacency can be a problem.
- Clarifying leadership and manager KSAOs.
  - Common views include: "Leadership is hard to define, but we know it when we see it; and Managers do things right but leaders do the right things." "Managers influence through bureaucratic systems; leaders influence through vision" (cited in Ireland, 1999)
  - Leaders motivate through values and shared goals.
- Developing leaders.
  - In Great Groups (a new form of strategic leadership) everyone plays a role as a leader as a function of their knowledge base, especially their tacit and emotional knowledge. Leadership experiences need to become community property and shared. But the leader will still need an able, visionary leader.
  - Armies that will win in the future will be those that martial creative solutions in ambiguous situations. Today's mindset demands agility, flexibility, speed, innovation, and global strategic thinking. Real action is at the level of individual mindset.
  - Doctrine is changing. But we still need to develop leaders who have visionary thoughts, can put those in action, and motivate people towards that orientation.
  - At the core is a dream of greatness, provided by leader who is a pragmatic dreamer who dreams a couple of hours and then spends the rest of the time in making it a reality.
- Developing human capital
  - Developing an environment in which it is acceptable to make mistakes.
  - Measuring how well the leader develops his/her troops.
  - Matching personnel with culture, not the reverse (e.g. OPMS XXI).
  - Getting everyone to understand all operations by moving them across boundaries.
- Enlighten leaders of the power of knowledge.
  - Knowledge is important because of the speed of business and the valuable inputs from many possessors of tacit knowledge.
  - Many do not know they possess valuable input. Awareness and sharing of knowledge is critical.

### **Leadership Development:**

- Cooperation and collaboration are becoming more important daily. Global competitors have different ways of thinking. None of us is as smart as all of us! But what is the right mix?
- In business, the question of who is most influential on your corporation: a team or single leaders, was answered in favor of teams – 60%. How do we build teams in the Army?
- Leadership is an action verb. It is not enough just to have great thinkers. Need to have people who have great ideas and then do something and make things happen. How do we best promote and apply these great ideas?
- Three pillars of leader development (operational assignment, institutional training, and self-development) are not the same size. Self-development needs to be made larger. How can we best implement self-development?
- We are focusing on the using the DOM since that is what we can affect; and build on it with TLS. How do we reconnect and synchronize the TLS to DOM?
- The key is the feedback to leaders in the Army, during counseling and assessment, especially at the lower levels where we don't do so well. Feedback mechanism is important to get leaders back on the main course. We do a poor job of providing feedback, counseling, and assessment. The system has to give objective feedback. How can we improve our feedback systems?
- Leadership science must translate to others skills; this transfer is the art part of leadership. Art is to visualize, describe, direct, and lead. We are getting sub-optimal blend of art to science. Problems of combining the art and science of leadership are compounded because there is now less opportunity to experience leadership and we need to accelerate the growth of leaders. How can we provide leadership experiences?

### **Research Issues:**

- How can leaders build effective teams? How do leaders create the best balance of team membership? How do we measure leaders ability to develop teams?
- What is an effective leader self-development program? How can technology be used in self-development programs? How can self-development programs be best implemented?
- What are the best mechanisms for providing feedback across all levels of leaders? How do we develop a system that promotes providing feedback?
- How can we embed experience into institutions? How can we take the experience of a 20-year vet and make them available to a young leader? What kind of learning models do we need and how do we train this?
- How do we extract tacit knowledge? How can we share tacit knowledge?
- How do we develop flexible creative leaders?

## Appendix F

### 1999 Senior Leadership Seminar Notes

#### Senior Leadership Seminar Notes<sup>1</sup> 10 September 1999

By Joe Psotka, Sean Marsh, and Lisa Boyce

1:15 p.m.

1.0 Welcome and Introduction by Dr. Rich Klimoski

1.1 Round of self-introduction going counter – clockwise around the table:

Side:	Jerry Hunt	End:	John Wood	Side:	Joyce Shields
	Duane Ireland		Gordon Sullivan		Spencer Campbell
	David Day		David Ohle		Al Gropman
	Bob Lord		Ed Johnson		John Edwards
	Bruce Avolio		Thomas Garret		Chuck Palus
	Al Brendsel		J. B. Burns		Katherine Klein
	Bob Holz		Stewart Wallace		John Mathieu
	Steve Zaccaro				

1.2 Overview of Agenda

1.3 Dr. Ed Johnson introduced LTG Ohle:

1.3.1 LTG Ohle has a longstanding interest and expertise in Leadership, including an academic work at Ohio State where he knew and worked with Dr. Stodgill.

1.3.2 LTG Ohle's long term interest in leadership and change in the Army is exemplified in his command of the Louisiana Maneuvers taskforce; the development of a new more flexible OPMS XXI, and now as DSCPER in charge of Army's leader development policy system.

1.3.3 LTG Ohle has been a successful leader of strategic change and is particularly well positioned to get into the issues of the senior leader seminar today.

1.4 LTG Ohle welcomed GEN Sullivan and introduced his DCSPERS staff including COL Brendsel, LTC Evans, and MAJ Joe Jones.

1.4.1 LTG Ohle said that no one can have a better job than to get paid and practice his hobby everyday --- leadership!

1.4.2 LTG Ohle pointed out that there were many important problems and issues (such as recruiting) but the issue of the senior leader seminar was to talk about leadership.

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<sup>1</sup> All statements are reasonably accurate representations of comments whose gist was captured in these notes during the seminar. Participants were provided an opportunity to review and correct errors in these notes.

- 1.4.3 LTG Ohle acknowledged that he wouldn't be here if he hadn't had BG Wood and GEN (Ret.) Sullivan's job at the CGSC, in charge of the leader process and development; doing it day by day
- 1.4.4 LTG Ohle shared with the participants how he became DCSPER
  - a) At one point in that position, it came time for him to leave, and the Commander (LTG Holder) came to his office to tell him the CSA (GEN Reimer) wanted to see him. "Dave, I want to talk to you about your new assignment -- special task force for OPMS."
  - b) "Sir, you've got the wrong Gen. -- I'm an operator not a personnel type."
  - c) CSA said, "That's why I picked you!"
- 1.4.5 LTG Ohle indicated to change the system, you had to base it on the leader development system that BG Wood runs now. LAM was a way to take modernization forward; but what was lagging was the TLS stuff. OPMS gave him an opportunity to move all this forward. "We still have a long way to go to move on from the system that GEN Sullivan designed in the 80's." The most important thing is "where are we going in the future? We have to leverage information age technology. How do we do it in the Army?"
- 1.4.6 "As we bring on the new CSA, GEN Shinseki. We have to bring on new proposals, so this meeting is from this perspective."
- 1.4.7 LTG Ohle welcomed everyone, indicating that he felt this was the right team. "We started last fall to create these seminars to bring leadership thought in academia together with the Army to leverage all your ideas and thoughts to go into the future!"
- 1.4.8 LTG Ohle particularly addressed Gen Sullivan, "We are honored to have you here and look forward to hearing your thoughts."
- 1.5 Dr. Klimoski introduced Dr. Zaccaro and commented that role of the Academics is to provide resources to help shape recommendations and Army thinking.
- 1.6 Dr. Zaccaro reviewed the history of meetings that preceded this senior leader seminar.
  - 1.6.1 Dr. Zaccaro said that this is part of a series of conferences.
  - 1.6.2 "We have reviewed Army leadership research, assessment toolkits, and the many factors that affect change in the Army, and these will be available as a series of reports and research notes published by ARI."

**2:20 p.m.**

- 2.0 Dr. Klimoski introduced the keynote speaker Dr. Duane Ireland, Director of Entrepreneurial studies at Baylor University, TX.
- 2.0.1 Dr. Klimoski pointed out that Dr. Ireland is very active in scientific societies and edited one of his favorite journals, Academy of Management Executives.
- 2.0.2 The conference was titled "Thinking Strategically about Army Strategic Leadership: Evolution or Revolution and Dr. Ireland's talk was titled "Effective

Strategic Leadership and Human Resource Management Practices in the 21<sup>st</sup> Century Army”.

- 2.1 Dr. Duane Ireland presented his briefing, “Effective Strategic Leadership and Human Resource Management Practices in the 21<sup>st</sup> Century Army”.
- 2.1.1 “My pleasure to be here.” Hardcopy of presentation located in participant binders at Tab 1. See Appendix H for presentation slides.
- 2.1.2 “The purpose of my journal article and this talk is to show how theoretical work contributes to effective managerial practice.”
- 2.2 The following outline overviews Dr. Ireland’s presentation:
  - A. Strategic Leadership
    - 1. It’s importance and character
    - 2. In the 21<sup>st</sup> century, we need leaders more than managers. Managers do things right but leaders do the right things.
    - 3. Leadership is hard to define, but we know it when we see it. “Managers influence through bureaucratic systems; leaders influence through vision (Lawler, 1996).”
    - 4. Leaders motivate through values and shared goals.
  - B. Global Economy and New Competitive Landscape
    - 1. Drivers of strategic leadership’s importance
    - 2. Knowledge is central
  - C. Great Groups as a Form of Strategic Leadership
  - D. Effective Strategic Leadership
    - 1. Vision
      - Determining a vision may be most important task that leaders have.
      - Vision indicates what unit expected to achieve (Browne, 1998)
      - Vision defines a unit’s identity (Schoemaker, 1999)
      - Scenario planning is one technique to use to develop visions.
    - 2. BHAG – Big Hairy, Audacious Goal. An important outcome of an inspiring vision. Should be clear antecedent outcome of vision.
  - E. Need to foster core competencies. These are what will allow us to be successful.
    - 1. Knowledge is the only sustainable asset over time?
    - 2. Sample Core Competencies
      - The challenge is to develop social system where people are willing to share knowledge they possess.
      - All advantages of firms are grounded in knowledge.
      - The challenge as leaders is to develop climate where everyone is willing to share. Develop mechanisms where people will share knowledge.
      - Constant innovation and expertise is based on tacit knowledge, which cannot be institutionalized because it is too complex and ambiguous, but it is carried by all the human capital and is the decisive difference.
  - F. Need to be thinking about what is legitimate outcome?

- 2.3 Following comments elaborate on the above outline:
- 2.3.1 Leadership is a competitive advantage and it takes more effort to make it so. Competitive advantage means you can do some things better than others can, or do some things that others can not do at all. This is what you want to be known as. "You do not merely want to be considered just the best of the best. You want to be considered the only ones who do what you do (Jerry Garcia)." (Serendipitously, BG Wood has Garcia's quote on his tie!)
- 2.3.2 In 21<sup>st</sup> Century, things will be very much like today, only more so. What is driving strategic leadership's importance? Global Economy and Global Connectivity. Future is known from what we know today. (Doesn't this suggest a conservative point of view?)
- a) Global economy demands continuous improvement in (1) quality of goods and services, (2) costs, and (3) speed to market.
  - b) Firms at birth are thinking globally, certainly in IPOs with the internet, both domestically and globally. World wide labor markets promote employing labor from lowest cost throughout the world. "Boundaryless economies."
  - c) Information is available that we never thought we could have. Agile competitors don't have overhead of past and mindset. Worldwide advertising agency, most powerful force around.
  - d) Outcomes of global economy include competition on global standards and that includes processes as well as structures and outputs. We must measure ourselves against world standards, or we won't survive (Drucker, 1999). AME article says "Globalization is Americanization: (Gorbachov,. 1999). May be very important for joint Army. Ad agencies have similar perspective. The strongest global franchises are those in US. If you're not strong in US, then you can't make it elsewhere!
- 2.3.3 Since 1983, there has been a growth of millions of computers in the U.S. workforce. The number of cellular telephones has gone from zero in 1983 to hundreds of millions. The internet did not exist as we know it. Pager use has skyrocketed. And more information has been developed in the last 30 years than during previous 5,000 years and it continues to double every 5 years. Digitizing the Army has to remain a high priority. How can we use these digital systems for leadership development?
- a) Temps have grown 57% in last 15 years. What implications for recruitment?
  - b) Financial markets have become less nation-based. Industry consolidation as represented by only 5 major auto companies.
  - c) Wealth moving from industry to knowledge and services. Innovation is a key source job growth. More than half of GDP is knowledge-based. Things are ancillary - knowledge is central and this is embodied in PERSONNEL. Drucker (1999) says most valuable asset in 21st century is knowledge worker and their productivity. Gates says most meaningful way to get competitive advantage is intellectual horsepower. Knowledge includes such products as written documents and blueprints as well as tacit knowledge. Knowledge is a resource locked in our human mind. How do we get it out?
- 2.3.4 Real action is at the level of individual mindset (Sorrell, 1999). Today's mindset demands agility, flexibility, speed, innovation, and global strategic thinking. GM

- learned about lean manufacturing and just in time parts, and this is valued. But more important is the question of how Toyota knew that these would be competitive advantages, and this is a Mindset!
- 2.3.5 It is more reassuring to stay as we are, even though failure is certain (CEO of European firm).” Maybe that failure will not occur during my watch – there are advantages to tenure.
- 2.3.6 “OK, we have heard all this before – what is new? Let me offer:”
- a) Lawler (1999) argues that there are global competitors who do have different ways of thinking, there is something really different. “None of us is as smart as all of us (Bennis, 1997).” Cooperation and collaboration are becoming more important daily.
  - b) BUT WHAT IS THE RIGHT MIX??? Survey question, “Who is most influential on your corporation: team or single leaders?” 60% responded teams.
  - c) This is a new landscape and economy.
- 2.3.7 Shared access to every person’s tacit knowledge is critical! Knowledge is a powerful competitive advantage.
- a) Fast Company – Gen X on net ten bucks. Those are hard questions. See it on the www.
  - b) Cumulative brainpower is critical. People at the bottom know more than those at the top. Firms succeed or fail on the willingness of their members to share their tacit knowledge. Leaders must give those people the freedom to make those decisions in the light of the knowledge they possess. Critical point for the Army. What should be done?
- 2.3.8 Success doesn’t beget success – it begets failure. Long string of victories can become weaknesses. It becomes much harder to see vulnerabilities. Firms change only after precipitous performance declines. Challenge is to prevent core weaknesses to develop. Active inertia, a tendency to follow established patterns of behavior, even in response to dramatic environmental shifts (Sull, 1999).
- a) We should not hesitate to cannibalize an existing strategic position to create the next one! How do we know when we are rigid? We know our competitors inside out. We will never relinquish our core competencies. If it ain’t broke, don’t fix it
  - b) Our top priority is keeping current customers satisfied. Would be better to see what our customers need to know in the future? So we can prepare it before he or she even recognizes that need. We don’t innovate but we run a tight ship.
  - c) Hallmarks of Active Inertia: Strategic frames prevent us from seeing opportunities; blinders; prevents innovation. Mental models restrict vision. Must prevent routines from becoming an end rather than being a means to an end (McDonalds).
  - d) Relationships, links with stakeholders are vital and should not become shackles (e.g. Apple’s failure to induce discipline in its creative organization.)
  - e) Values should not harden into rigid rules. Success breeds inertia; inertia breeds failure.

- 2.3.9 Old Strategic Leadership: Historically, we had a "lone ranger" leader, with unique access to information.
- a) Today; leader knows he knows less and leans on others, needs their intellectual power, imagination, stamina, communication, and needs to be part of teams. Firms are learning to see themselves as communities (e.g. Baylor U. sees itself as a family, rather than institution )
  - b) Strategic Leadership is shared rather than housed in one person.
  - c) Armies that will win in future will be those that martial creative solutions in ambiguous situations (SOF Gen Schoomaker).
- 2.3.10 Great Groups: Everyone plays a role as a leader, as a function of our knowledge base (e.g., tacit knowledge).
- a) We need to find ways to make that community property and shared.
  - b) Great group characteristics include visionary leader, accept responsibilities, broad based learning, and delusional confidence.
  - c) Great groups are webs of voluntary mutual responsibilities. At the core is a dream of greatness, provided by leader. The leader is the pragmatic dreamer who dreams a couple of hours and then spends the rest of the time in making it a reality.
  - d) Choose the right people; give them the right resources; and transfer ideas across units at the speed of light.
- 2.3.11 A configuration of leadership practices leads to success.
- a) Determine unit's purpose or vision, which is the most important task. Scenario planning is important way to develop vision.
  - b) Set a BHAG – big hairy audacious goal. E.g. Citicorp goes from 100 million to 1 billion worldwide customers.
- 2.3.12 Increasingly, core competencies are knowledge based, especially tacit knowledge. Leaders must emphasize and nurture and constantly innovate. We must recognize these core competencies. Sometimes we can nurture our weaknesses rather than our strengths.
- a) Knowledge is important because of the speed of business and the valuable inputs from many possessors of tacit knowledge. Many do not know that they possess valuable input. How do you make them aware of this?
  - b) How do you develop a social system in which they share the knowledge they possess? Develop a culture in which sharing is valuable (e.g., rewarding top salesperson versus groups).
  - c) How do you make people share their embedded knowledge? Move them across units so these embedded knowledge stocks travel with them and become useful in new contexts. Create Cross-functional teams across boundaries. Human capital is the collective intellect of all members.
  - d) Exploit core competencies. Develop human capital. Develop an environment in which it is acceptable to make mistakes. Measure how well leaders develop their troops. Match personnel with culture, not the reverse. Get everyone to understand all operations.
  - e) Ethical practices are a moral filter through which other practices pass.
  - f) What are the legitimate performance outcomes?

2.3.13 Dr. Ireland described a chart comparing 20<sup>th</sup> cent practices with 21<sup>st</sup> cent practices and said that it presented an integrated summary of two articles and this presentation.

2.3.14 He thanked the audience, and mentioned how pleased he was to be here.

3.0 LTG Ohle introduced General (Ret.) Sullivan.

3.0.1 In 1991 I was the executive officer for Gen Sullivan. We tried to take care of the CSA but he took care of us.

3.0.2 I recommend his book "Hope is not a method."

3.0.3 Sir, we could not have asked a more renowned author to come talk to us.

3.1 GEN Gordan R. Sullivan presentation of "Strategic Leadership"

3.1.1 Frankly I am over-stimulated. There are some profound thoughts there.

a) Leadership is an action verb. It is not enough just to have great thinkers. Need to have people who have great ideas and then do something and make things happen.

b) Manage process and make change. Paradigm shift, creating a future for the organization.

c) The future is the one that they articulate. The leader is the storyteller. These stories must relate to a vision.

3.1.2 Problem though, is that the variables are changing all the time. There are so many changes now. Years ago leaders were made linearly: President, DOD, Army, LTC. And we trained people like this. Now we have four circles all together, overlapping Venn diagrams and in the middle is some Captain negotiating in Bosnia with some Serbs. BG Wood's problem is to create a school system that creates that CPT.

3.1.3 In 1987, the Army conducted an army wide study that examined all aspect of development. Much has happened in leader development. We need to develop a strategy that must focus on Leader Development.

a) In 1987, we looked at the next war as numerically superior and technically equal to the enemy. Out of our study came the familiar Greek Temple: 3 pillars: assignment; institutional training; and self-development.

b) Influenced by Seeds of Disaster – Bob Dody account of French army in between war years. As well as first battles study.

3.1.4 We need to get out of the bureaucratic business of peacetime and get into battle training. We were trying to kill the Russians, and we were trying to win. Our strength was in the individual and technological strength.

a) Doctrinal evolution: (1) Hi-low intensity conflict, (2) Soviet force is gone.

b) Now, initiative, agility, depth, synchronization

c) Leader Development: Skills, knowledge and attitudes to go through pyramid of system. In 1991, our major competitor went bankrupt. We tried to lead intellectually and re-wrote the doctrine, which is the base of the Leader Development in 1993.

d) OOTW, Conflict and Peace Force Projection require versatility. Intellectual pull into the future. Simultaneous attack space/ battle organization.

- 3.1.5 Then in 2000: Full spectrum ops, responsive and relevant forces, full spectrum, ODSS, dynamic of operations/training/leadership, decisive shaping/sustaining operations.
- 3.1.6 KSAs important to develop an individual that could lead army in 2005, etc.
- a) Need to lead intellectually. Need to rewrite 1993 doctrine. Started talking about war, conflict, and peace. Basic tenants were versatility, initiative, agility, depth, and synchronization. (Big one is addition of versatility)
  - b) The base piece is doctrine. Need to get to individual. Only way we can make Army more responsive and relevance. Need to be more responsive.
  - c) Intellectual leads physical. Chief of Army has Vision. Thinking out to 2020. Class of 2000 will be colonels. Can he predict the world? Need to know what is the chief's model into looking into the future.
- 3.1.7 What is the CSA's model of 2020?
- 3.1.8 On Monday I was in Singapore. It's clear US is the leader in the world, but the real question is whether US has staying power to remain leader and recognize its role.
- a) This will have a big impact on leader development system. This is a real exercise. These are not just random thoughts while shaving.
  - b) As doctrine changes what is taught in institution will change. CSA will live out there in tomorrow.
  - c) Intellectual change must lead physical change.
  - d) Program, money, and people live here in today but they are doomed to getting to tomorrow.
  - e) You have to live there and be the story teller, but the story must relate to the vision, which is the prism for all the stories.
  - f) Heavy force will become lighter and curriculum is changing
  - g) The question isn't if US is the world leaders; but it is, can the US sustain?
- 3.1.9 What is taught at Unit level? What the individual is told will change to fit this new vision.
- 3.1.10 The chief needs to live in tomorrow. The visionary leader needs to live in tomorrow. The money people or the programmers need live in today and try to get to tomorrow.
- a) Leader needs to live in tomorrow and interpret what their vision is and tell the story and make sense for the followers as to how to get to tomorrow.
  - b) Need to build an army that is living in the world as it is. Institution needs to work at correct problem.
  - c) Doctrine needs to represent how the world is and how it will be and train people to get there. Heavy force will become lighter and curriculum is changing.
- 3.1.11 Went to Vietnam in 1963 returned in 1964 and there was no course about Indochina, where I had just spent 18 months. Went back in 1968 to learn I had to take an elective.
- 3.1.12 We have to build an army for the world as it is. We had men being scalped out west, and when they went to West Point they were looked at as if from outer space. The institution was focused on an entirely different problem. I wish it was

- as easy as Jack Welch says it is. It's how you play your hand and the best way is to face reality as it really is – and act accordingly.
- 3.1.13 See CPTs as problem solvers. Can they find the innovative solutions, can you scan, synthesize, decide, and act?
  - 3.1.14 We had to change the linear task of fighting the Russians on the fly, which was an enormous task and it is an under-told story to the American public, which is an enormous task.
  - 3.1.15 Can the Army train people to see the world as it is, and how it will be, and get followers to that visionary place? Can people solve problems; can you scan; can you put stuff together and can you act? Can these skills be trained? This is the real challenge of the future Army.
  - 3.1.16 The old model is a cold war model and needs to be gotten around. Was gotten around by telling people intellectual leads physical and we will change the doctrine. We changed the doctrine, but we couldn't change the leadership development or training parts because we had too much change already going on
  - 3.1.17 Core Processes:
    - a) Quality people, training, Ldr development; modern equip, force mix, doctrine.
    - b) We changed the doctrine and we are trying to change the training doctrine. We have to get back to real soldiering (training to fight). Peel the onion and you get to the soviet union or people who look like them
  - 3.1.18 Doctrine has to change. Values will remain pretty much the same. Doctrine is changing. But we still need to develop leaders who have visionary thoughts, can put those in action, and motivating people towards that orientation.
    - a) Creating a future for your organization should be done as part of fight too.
    - b) Looks like Venn diagram of Leader, team, process (mortar rounds on target), and creating a future.
    - c) Venn diagram. Three circles. (1) Manage process, (2) Command team, (3) Future processes.
    - d) The leader exists in the middle of the three circles and must deal with who is on the team, managing the process, and getting to the future. Need to live in all the worlds and think in multi-faceted terms and simplify them.
  - 3.1.19 We can hire many experts to talk about team building. Army team is a BIG team.
  - 3.1.20 Technology is changing all the time; and the future is an ambiguous one. Think lots of thoughts at once and simplify them. Major role of strategic leader is to have those thoughts, motivate people, and tell the story of the journey so that subordinates will be motivated to carry it out. Stories must relate to the future, not the past. Must put a human face on it. Story telling is under-appreciated; however, story telling must be future oriented.
  - 3.1.21 "Thank you"

- 4.0 Dr. Zaccaro: There will be many changes in the operating environment and we have been examining what those changes mean for doctrine, selections, retention. etc. We have a report coming out on an analysis of the future Operating Environment from 83 documents, looking at the changes in economic, demographic, geopolitical, socio-cultural, political, and technological areas.
- 4.0 GEN Sullivan: When I think of strategic leadership, I think of Ohle and Franks – put them in charge of LAM (Louisiana Maneuvers).
- 4.1 LTG Ohle: Louisiana Maneuvers LAM took us to the future. When we took LAM we focused on DOM (Doctrine, Organization, and Material).
- 4.1.1 Need to take 6 imperatives to the future:
- Quality people
  - Leader development
  - Training
  - Modern equipment
  - Doctrine
  - Force mix
- 4.1.2 Physical change is ahead of intellectual change. We need more work on the top half of the imperatives. Doctrine is always on bottom of 6 imperatives and at top is soldier.
- 4.1.3 Now we have to energize the top three: TLS (Training, Leader, Soldier). DOM is out front of intellectual TLS change. But it is not just in the Army. These imperatives fit any organization.
- 4.2 GEN Sullivan: If I had to spend the money on change, I would put it all on TLS: Quality people, Training, and Leader Development.
- 4.2.1 Doctrine changes in 7 years. We revised in 1993 and now we're doing it again in 2000. We have to get this to change to a new model: a 3-D Parthenon with the soldier in the middle. We need to focus on developing the intellectual concept so that all realms and levels can be strategic leaders. We need to figure out how we can we combine academic and military camps to develop leaders. We need to improve counseling, coaching, mentoring, evaluation, and selection.
- 4.2.2 Isolated pillars are not related to speed of change. Need to reconnect TLS imperatives. We are not yet synchronized. We need to develop leader and soldier that can act in dynamic complex environments.
- Need to connect three pillars to have trained and ready force.
  - Need to develop the idea of adaptive leadership. It is not Special Forces skill set but it is the ability to act outside specific set of skills.
  - Need to sort ambiguity. Can't be over-optimized and need to be able to perform in multiple dimensions.
  - Need to convince people what better is? This may not be cold war better. Need to focus subordinates on what the new "better" is.

- e. We hire from the blocks and then lead them to be more strategically responsive. More adaptive in the mindset of the leader and have people be able to go out in the future and capture this mindset.
  - f. Need to leverage this human potential. Now days we have people go out and it takes about one month to a month and half before they are proficient. We need to get people back loaded on this training so when they get out to the sight they can hit the ground running.
  - g. This is steady state and we need to get away from episodic nature of things in the military. As it is now, we are in the set that "yes, we can do that but we have to get trained first." Now, this won't work. We have to change this. Instead, we have to train, get assignment, alert, and deploy.
  - h. We need full-scale leader development, not just development for the big one. We need profound change in a short period of time.
  - i. There is a breadth of experience these days with the soldiers. A lot of operating experiences, but they have trouble putting things in context.
- 4.3 BG Wood: 3 pillars are not the same size, self-development needs to be made larger.
- 4.3.1 How do we reconnect the TLS to DOM? We are focusing on using the DOM since that is what we can affect and build on it with TLS.
- 4.3.2 Schools and libraries are now databases with internet connections you can get anytime. Focus on adaptive leadership; multi-functional soldiers-who can do more than they are specifically trained for, and multi-functional units since we do not have enough of them
- 4.3.3 We have an egg in West Point, where we put cadets in to perform in the future. Is there anything that is better? We have to figure out what is relevant from business and don't drift back to a cold war mindset.
- 4.3.4 I talked to the PCC course about making changes and the need to understand the ways to create or let leaders develop themselves. What we see now is a CPT who goes to Bosnia in the right seat drive and about a month into it they are proficient. How do we move that into the back side so that they can hit the ground competent. East Timor is now another example of situations we have not prepared for. These are not episodic events; these are steady state.
- 4.4 GEN Sullivan: From where I sit, it's almost like we can do this, but ... we need to train ourselves. I don't think that will play. We are better than that. The sequence: Alert, deploy and train has to be train and deploy. Teaching them at school that those MAJs will be at the nexus of strategic, tactical thinking is the most important.
- 4.5 LTG Ohle: We must have full spectrum leader development, but we are talking about profound change, and I don't know how you can change people that quickly.

- 4.6 BG Wood: Good news is how many have been on deployment. Now experience is very high and they are hungry for more and what's deep in Bosnia. Still, they have a lot of operational experience but no perspective on how to use it.
- 5.0 Dr. Klimosi: How do we factor these things into a course for the future? The ideas so far to try to give Gen Ohle guidance about past, present and probable future. Is the business paradigm appropriate for the military, especially in terms of strategic leadership? Is the business metaphor a nuisance or irrelevant?
- 5.1 Dr. Gropman: The business world is a poor paradigm for discussing what Army is doing. There is a big gap between what soldiers and civilians do. Don't see the utility of the business paradigm in the military.
- 5.2 ? : Same damn things done in both business and military. Adaptive leader is discussed in all types of business model. There is overlap, specifically in what is done wrong.
- 5.3 Dr. Avolio: I agree and disagree. Paradigms do generalize. Point on training. Many dumb things are done .
- 5.3.1 Failure of training is often common.
- a. Not embedded. Most critical we are dealing with. When someone leaves or retires it goes out the window. Training, if not embedded, won't work.
  - b. Not evaluated. In terms of change of mindset, behavior.
  - c. Not Valued. Survey with 526 servicemen. What people think they should be developed for does not match up with the threats. If you are going to make a strategic leader there must be a match.
  - d. Not modeled
- 5.3.2 Business may be important in terms of what the leader does. The particulars will be different, but the general stuff will stay the same. Instead, what are the broad skills and do they have relevance?
- 6.0 Dr. Zaccaro: What do leaders do generically?
- 6.1 MAJ Campbell: I went to Vietnam and had no preparation. What are lessons learned? Because these critical mistakes are being made again.
- 6.2 GEN Sullivan: Let me tell you about a failure. I had one. To this point. Back in Just Cause, we tried to create contingency ops in training centers so that we could get the troops to internalize different tasks, and the system couldn't handle it. Are we training as we know it? Modernization plan is to create things as we might know it. Thucydides said it, "change is everything".
- 6.3 Dr. Gropman: Look at other militaries and how they adapted or failed to adapt. The past is relevant. We exist to promote American interests, through deterrence; we

have to terrorize the other guy, like China. We have to handle Bosnia, etc. but we must above all deal with the big ones.

- 6.4 BG Wood. That doesn't help. We cannot put the Cold War above everything else. Because if we do, there is no way we can handle Bosnia. Nothing is preparing them for these LICs. Strategic leader must prioritize. Before we throw away cold war paradigm, we still have people in Bosnia.
  - 6.4.1 Lessons learned from the past may be crucial. They modify behavior so that you don't repeat mistakes.
  - 6.4.2 We have wealth of information, but we need to integrate and not just have on slides. Model that we are integrating this knowledge so subordinates will be at least aware of past and the integration of things.
- 6.5 Dr. Gropman: Need to study the right stuff when you have to make a change. You look at other militaries to see how variables effect things you don't look at McDonalds and McDonald Douglas. Main strategy is to deter. Need to be able to first deal with big threat and then deal with low-intensity stuff.
- 6.6 BG Wood: Problem with this stuff. Can't only focus on big stuff. This is dysfunctional. Need to be able to get past the big stuff and also get to the next phase.
- 6.7 Dr. Lord: This may not be a leadership problem. This may be a cognitive problem. We are building up context specific structures that don't generalize.
- 6.8 Dr. Day: Need to develop general strategies. This is why some companies are getting rid of strategic planning. Instead of developing strategies but develop learning as we go and being responsive through general strategies.
- 7.0 BG Wood: How can we embed experience into institutions. Take the experience of a 20 year vet and make them available to a young leader. What kind of learner models can do this? What kind of learning models do we need and how do we train this?
- 7.1 Dr. Mathieu: How do we manage human and intellectual capital? Multi-national alliances? When I go back to the 6 imperatives, researchers are good on the top half; but not the bottom half. Tell us about that, and we can help you focus on leader experiences, institutional training, and attributes of people. What is the driving force behind the bottom half of the six imperatives? If you can tell us, then we can't help you with the top half.
- 7.2 LTG Ohle: AAN and manual 525-5 is our attempt to do that. This gets to capabilities and we have stated to run war games so that we can practice fighting the war of the future.. We have written scenarios to describe the modernization and organizations needed for AAN. It will be a full spectrum force; non linear structure and smaller organization. Precision maneuver and precision movements. No longer

front-line and back-line. We need small-scale spectrum while still achieving full mission.

- 7.3 BG Wood: Used to have squads with simple tasks; now more ambiguous and challenging tasks for these groups.
- 7.4 GEN Sullivan: There may be a second or third order effect here that we don't understand. Issue is individuals, not units. We need to talk about leaders. We need to talk about individuals. We are not talking about groups. Need to make assessment and come up with answers and think about second and third order effects. We want to create leader who understands these higher order effects.
- 7.5 Dr. Johnson: Issue is what kind of capabilities do you want leaders to have. We should not look to solve a specific problem because this is always changing. Let's take leadership in context and how can we broaden the context in which a leader can effectively operate. Part of the job of lead is not to get everything right but not to get too much wrong. This applies in developing the leader of tomorrow.
- 7.6 ?: In a study of Sat Eve Post; it was shown that they followed their plan perfectly. They did it perfectly. But it was calculated to drive them into bankruptcy. Similarly with McDonald Douglas, they gambled everything on one plant, and they lost! This applies in developing the leader of tomorrow.
- 7.7 Dr. Zaccaro: Adaptability is different. You want to train leaders to read a specific situation and create problems. We want to train skills to help them figure out what needs to be done, not just training them on what is to be done.
- 7.8 MG Wallace: Adaptability training is difficult. Put boundary conditions on things and let them go figure out how to do things. This is how you go about doing this. Show competencies for this. We are starting to do this. We put people in mission and halfway through we change the mission and see how they do. This gets to adaptability.
- 7.9 Dr. Shields: There is a selection dynamic and also training dynamic. The interplay between these two is a problem. As it is, we only have the training part. We also need to think about the selection of leaders. We train people and soldiers to start to think within their own specific skill sets and not outside of them.
- 7.10 Dr. Gade: It is no mistake that Schoomaker was used as example. Special Operations Force (SOF) may be the paradigm for this. SOF is model for many different adaptive tasks. People are already trained on this. We may want to think of this metaphor for couching our thinking. Leadership may be a system and we need to train everyone to be a leader. On a SOF team anyone has got to be the leader because different people have the special skills. Different people will have the skills to be a leader in different situations based on skill set of each individual. Together we can do a whole lot more than any of us can do individually.

7.11 MG Burns: SOF is useful model and interesting, but dangerous for all of us. Can we train leaders to be strategic? Clausewitz said there is a selection process: some people are better suited for different positions. These people may be not strategic but only adaptive within their own domain.

7.12 MG Wallace: The culture of this youth is different. Values and ethics of young people are different. Culture is also a serious concern that needs to be dealt with.

#### **4:00 p.m.: Break**

8.0 Dr. Klimoski: Put up a diagram on the flipchart. Intervention: Elapsed Time by "wisdom and skills" Diagram depicts positive curvilinear relationship. See Figure 1 for a copy of the diagram.

8.0.1 Given the Current cross-section of officers, what is the current state of leader development?

8.0.2 In a stable environment, we have a constant development of leaders and there is a steady state of what you need. But when there is turmoil, you lose some and there are not enough. Each perturbation is in the system's control. What longitudinally do you need to do to develop these officers, without derailing the current system and make the changes that we need?

8.0.3 What are the deficiencies in officer development. What aspects might need remediation?

8.1 BG Wood: SOF is important for skill sets; but SOF has a smaller population, self selected and focused on the mission, with a budget to carry them along. How do we do it with the real Army? Perturbations are assignments, career paths, etc. OPMS XXI has broadened the expertise that leaders gain. Can we dampen the perturbations with the personnel path? Strike force is the leading learning lab for looking at the effects of personnel path.

8.2 LTG OHLE: The key is the feedback to leaders in the Army, during counseling and assessment. Feedback mechanism is important to get them back on the main course. We do a poor job of providing feedback, counseling, and assessment. The system has to give objective feedback.

8.3 BG Wood: The system has to be better

8.4 MG Wallace: There is a constant cloud over officers. Zero defects is a problem and does not go away. If you make a mistake it is risk. You have to change the zero tolerance mentality

8.5 BG Wood: The breadth of skill in the Army is so great, it is hard to know how well someone was doing. Senior raters do not understand whether performance is

- good. Can't assess in this new environment. Very few senior officers can provide good feedback because it is so hard to measure and comment on performance.
- 8.6 Dr. Gropman: You want to promote on potential or record, but you can't judge until the next war. There other paradigms out there (e.g., Australia, NZ).
- 8.7 LTG Ohle: OPMS is first change with many more to come: lateral entry, etc. How fast we move depends on how fast army can adapt to the changes we make. OPMS has a new review system and forces tweaking.
- 8.8 Dr. Johnson: Army can only prepare for current war . In the past, the system supposed that very LTC was possible commander in the leader development model, potential division commander, so everyone is overqualified. If up and out is wrong, what do you do? You have to understand the effects on the whole system.
- 8.9 Dr. Gropman: A solution is to model after the Navy. The Navy divides the service so people compete within field.
- 8.10 LTG Ohle: That's how we have changed the OPMS to OPMS XXI. We split at Major rank. Four career fields: maneuver, info/operations, operational/support, and institutional support (i.e. managers). Each career field will only compete with each other. Each will be promoted separately.
- 8.11 BG Wood: Operational career field is still up or out. Senior leaders have demonstrated war fighting capability. But we don't have a cognitive measure. We have put them through performance measures. I've served Div. Commanders with many different skill sets. Cognitive point is taken, but we have a single track and we can't be sure we can measure the skills that are required.
- 8.12 LTG Ohle: What we have to do is create a different leader pattern for each career field. Everyone is given a difference chance to promote. Now promote strategist and training developers because they each have important skills. Up and out is not a good idea. But we you got to get them green.
- 9.0 Dr. Palus: I work with top management teams. Difference between great groups and lone rangers. At Center for Creative Leadership (CCL), good leaders come to program (vision, synthesis). But they lack how to share with each other, how to work out difference with other senior leaders. Competent individually – vision, synthesizing analysis, but need to focus on interpersonal skills. We need to look at ourselves in this senior seminar: How well are we strategizing as a group? How well are we relating to each other?
- 9.1 BG Wood: In teams, some are good members, but others are not. Revealing tacit skills were insightful in development. Teams are like synapses in a neurological

organization, some are better at telephoning, communicating, tacit skills and implicit skills. Teams of leaders. What are the metrics to determine if we are on the right paths to assess whether we are developing the right kinds of competencies?

- 9.2 Dr. Zaccaro: Some of responsibilities of senior officers such as decision-making is being pushed down to lower levels.
- 9.3 Dr. Edwards: That's where it was and it's getting back to where it should be.
- 9.4 Dr. Palus: How do you teach people how to do strategy at a senior level? How do you develop, methods, processes to foster how senior leaders talk to each other? Do we teach it, what are the tools?
- 9.5 Dr. Mathieu: It's an evolving structure. Formal leadership may not move, but the functional leader will. Functional leadership will move throughout the network depending on who has relevant knowledge. This is true of AWE, see digital skills rising in importance. Vision is a network. The example of AWE task force simulation of a commander that relied on the 20 year old working the computer system Different way of thinking about the way we have a changeable entity.
- 9.6 MG Garrett: These are important concepts of working together. Normally, we highly competitive, driven by up or out and zero defects. Unfortunately we only collaborate in student mode. Maybe this is something we can work on.
- 10.0 Dr. Hunt: To what extent are you noticing new technology and younger population?
- 10.1 BG Wood: Soldiers are learning in their homes. They are far more at home with digital stuff. Last year it took us a month to learn what only took a week this year. That was the shift at the CGSC. This is anecdotal but it does seem to be accelerating.
- 10.2 Dr. Shields: "Intellectual leads physical" (Sullivan). What characterizes most successful leaders? Is it emotional intelligence (Goleman)? Intellectual and technical is important, but everyone is smart at that level. Is it the self awareness and self control, active listening? Groups studied with Hackman at Harvard found that social skills were twice as important as intellectual skills in characteristics of leaders with successful teams.
- 10.3 BG Wood: We have added emotional components to leadership instruction. But process action teams don't take hill tops.
- 10.4 Dr. Shields: Is it true that only war can decide leadership strengths? There are many other challenges during peacetime leadership. Do we have the cognitive

and interpersonal, emotional capabilities that it takes to lead in peacetime (e.g., deal with politics, congress, etc.)?

- 11.0 Dr. Klimoski: Taking the voice of the corporate entity. Career capital is
- a. Knowing why (motivational aspect). Certain things in training development can do it.
  - b. Knowing what. The discussion so far has focused on this.
  - c. Knowing who. Relationship and networking is also important. Just as Ohle and Sullivan have emphasized their relationship and mentoring, relationships feature so much in intellectual and career development. This is also about emotional intelligence.
- 11.1 Dr. Zaccaro: Who you know, networks, is related to career mobility. Emotional intelligence relates to flexibility. A core is the to training and selecting the adaptive leader.
- 11.2 Dr. Palus: Bern Lefke's book impacted patriotic feelings and exemplifies this knowing. Complexity of who you are and your relationships is just as complex as the world you have to deal with.
- 12.0 Dr. Hunt: What's happening at West Point? Our MBAs get broad-based skill training, designed to develop flexibility. This is representative of main stream business schools. Is this happening at West Point?
- 12.1 Dr. Klimoski: Are you promoting private sector model relating to military?
- 12.2 Dr. Hunt: Yes I do.
- 12.3 MAJ Jones: I just taught there. West Point has an engineering model. Recent moves in majors related to accreditation which are more engineering focused. Too much engineering and not enough in the social and behavioral sciences. There is a discomfort level with getting the touchy feely courses. Now cadets only take two courses related to leadership.
- 12.4 Dr. Edwards: Much more to West Point than the engineering courses. Socialization occurs outside of the academic environment. The strength of West Point is the common experience; not the academic part.
- 12.5 LTG Garrett: West Point is only small percentage of the officer corps. The war will be fought by the National Guard, Reserve components. These need to be addressed. ROTC accounts for the majority of the officer corps.
- 12.6 Dr. Edwards: West Point graduates, the vast majority, still don't have quantitative skills.

- 12.7 Dr. Johnson: Officers in non-engineering tracks are promoted faster from West Point. More than 25% of accessions are West Point graduates. Only 20% of General Officers are West Point graduates. What are the attributes of skills of general officers? That's the important question, not what are the technical skills.
- 12.8 BG Wood: Diagramed the "Arts & Science of Leadership" (See Figure 2). Science must translate to others skills. The transfer is the art. We are getting sub-optimal, not a good blend of art to science. Need to account for the delta (change), to take and accelerate it; to relate skills to actions; trying to close the difference. Art is to visualize, describe, direct, and lead. Problems are compounded because less opportunity to experience leadership and the need to accelerate the growth of leaders. Accelerate leadership skills makes problems even greater.
- 12.9 MG Wallace: Today there is less opportunity to get that experience.
- 12.10 Dr. Klein: You don't need all those skills if you know who has them and know how to extract the skills from the people you know.
- 12.11 Dr. Mathieu: There is a need to know how to extract from your people; when to talk; interpersonal relations, it's not just touchy feely. It's knowing where the information is.
- 12.12 Dr. Holz: Three pillars make up the basis of leadership development. Where are we going? Three pillars still there. GEN Shinseki needs to man the combat units and draw down from the institutional base. So TRADOC is going to be ravaged again. One of the scarcest commodities is time. And lack of time at all levels to implement meaningful unit leader development programs is a great obstacle. Greater and greater reliance on individuals for self-development. So, the result is we need to improve self development, perhaps using the new internet technologies. As we move forward to adaptive multifunctional leaders, not sure realities will let us do that. During an action officer briefing by the Army comptroller in a briefing at the pentagon was told, "While you are an action officer, you will hear many fascinating ideas, but ideas without resources will never amount to more than ideas." If we are serious about LTG Ohle's guidance, the investment strategy, which has been to invest in DOM at the expense of TLS, has to be changed. If we are serious about promoting leader and training, then the investment strategy can no longer be to continue to invest in M, D, and O; the expense of TLS must be met. Unless we come to grips with these basic issues, I don't know where it will take us.
- 12.13 Dr. Klimoski: That brings us back to real world.
- 12.14 Dr. Avolio: Self-development doesn't work in most organizations. If we assume institutional budget gets cut, same problem with units. Self-development is never done alone. Self-development is derived from collaborative learning. We spent 4

years watching cadets at study in VMI class, and learned the importance of collaborative learning at peer level. Generation X and Y like to learn from each other. People need to be taught to derive meaning from what they learn in units and peers. Looking at community leaders; the most effective thing for transfer training was their peers, not their boss. Because they asked "what are you doing, why are you doing that?" Set up peer learning which helps transfer training to field.

- 12.15 Dr. Klein: Presented "LEADERSHIP" overhead (See Figure 3). Questioned the revolution shift with traditional war fighting on the left side and the future Army on the right. Left is individual and right is organizational value or is left organizational values and right is individual. . . need to have both.
- 12.16 Dr. Avolio: It is important to focus on management and self-development. If development is important then it will happen. Assessment is the key part. Must have fair assessment .
- 12.17 LTG Garrett: The new OER has some forcing function because old system was inflated and meaningless. The new OER has a junior officer development system, and mandated counseling; really to be used with mentoring. BUT it ain't happening! We did not change some of the things that also needed changing.
- 12.18 BG. Wood: Humans are more complex. Are we building success criterion that is competitive or collaborative? We need better assessment measures. Right column is fruitful; can we talk about recruiting.
- 12.19 Dr. Zaccaro: We don't give enough time to assessment.
- 12.20 Dr. Day: Fan of Dominance, Influence, Meaning Making (DIMM): Dominance is direct; Influence is networked and indirect; Meaning Making is for ambiguous situations. (1) Enhances repertoire, (2) situational dependent, and (3) enhancing capability versus replacing capability. Quinn's Competing Values (stability, flexibility, internal/internal). Train folks do both.
- 12.21 Dr. Hunt: Quinn's competing values model and the notion is to try to train your folks so that they can do both competing things. Pretty widely used in MBA programs and reflects some theories about adult development from simplistic to complex. Is consistent with models (Klein's and Days) and theories about adult development (simplistic to more complex).
- 12.22 Dr. Gropman: The Army is a profession. It's the only profession with unlimited liability. It's a life and can't change it by taking off your tie and going to Microsoft, or even another service. Survival is based on promotion, and that is based on evaluations so it's involved in games. Different then civilians (example of this guy that should have been promoted but was not recognized). People in military profession and may have to leave before they want.

- 12.23 Dr. Lord: Issue of self identities: multiple identities and the shift comes with different values. Do leaders foster individual level or collective identities? What is a good long term strategy for the army whole?
- 12.24 Dr. Johnson: It's a cultural issue, must address the larger issues. Need to discuss elements of a culture. How do you change at a systemic level? Military is very conservative.
- 12.25 Dr. Day: Which changes first, culture or leaders? You can use leader to drive culture.
- 12.26 Dr. Mathieu: Military is a strong culture – you have to change culture first. The human system can be sculptured to complement many different cultures. Look at all of the examples “this is the way the culture is.”
- 12.27 MG Garret: If you put our leaders up against any other leaders we'd win, but we have some problems that need addressed.
- 12.28 Dr. Zaccaro: You have to keep challenging and adapting.
- 12.29 BG Wood: We do continually reassess. But we don't have a dialog regarding team processes. Army culture creates “blinking lights on desert floor”.
- 12.30 Dr. Klimoski: Maybe it should be mutuality.
- 12.31 BG Wood: So what should we measure?
- 12.32 Dr. Holz: In the IDF (Israel Defense Force), each battalion has psychologist who works with commander staff to help the commander assess limitations and measure leadership capabilities of the staff. OE program in early 80's was great idea but not well implemented. There are models and mechanisms used in other armies. Advancing self assessment is to consider greater involvement for assessment to take place.
- 12.33 Dr. Mathieu: Look at JRTC OCs. Assessment and leadership feedback is what they should be doing. But when I was involved in the program, it was very difficult for anyone to get this kind of feedback. JRTC uses collaborative learning tools. But Israel's model becomes dependent on the OC.
- 12.34 Dr. Holz: At Combat Training Centers, talk to the OPFOR to get past doctrine issues. They will tell you what is going on at low level tasks

**6:00 p.m.**

- 13.0 Dr. Klimoski: Process is as much the product as any other outcome of his seminar. It seems to me that this has become a learning unit, and everyone is now better informed than before.
- 13.1 Dr. Zaccaro: We will summarize the process and discussion; write an executive summary with the basis that this was a starting point.
- 13.2 LTG Ohle: Thank you for your participation. Great start for future of leadership. Perhaps future dialog at NTC or at university site, or at CGSC in Leavenworth.

Figure 1. Wisdom and Skills across Time

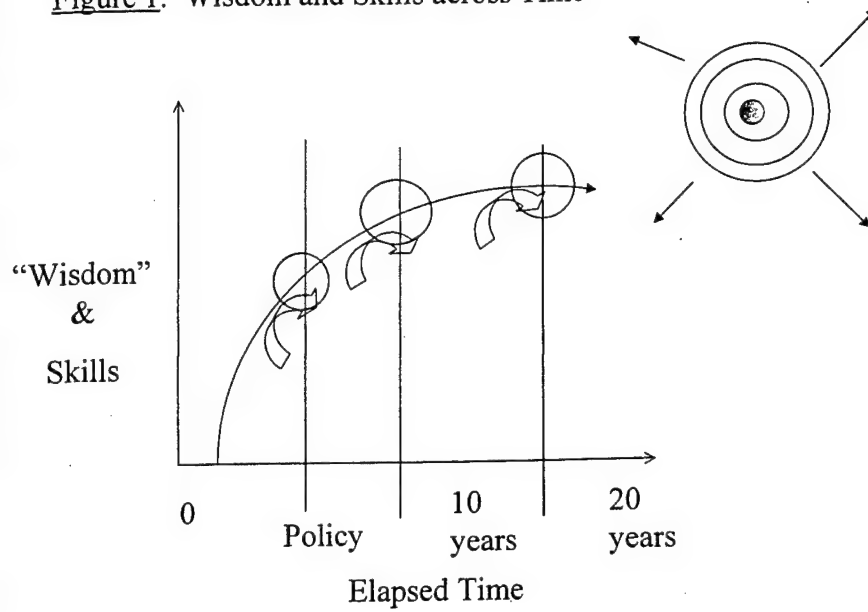


Figure 2. Art and Science of Leadership

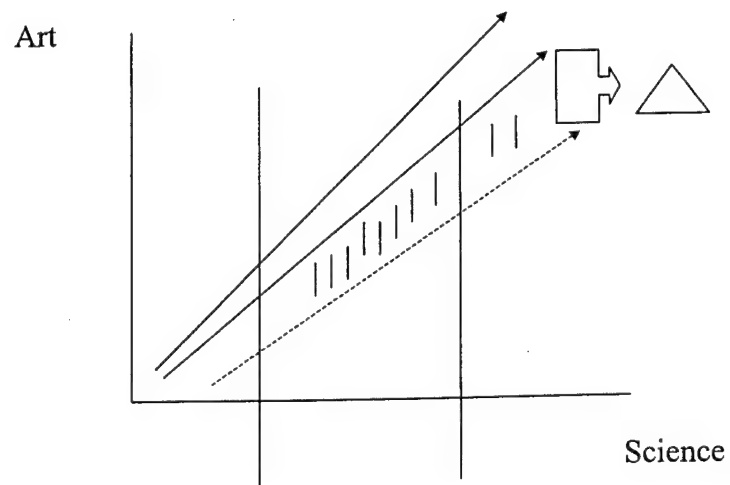


FIGURE 3. "LEADERSHIP" in a Learning Organization

Learning	<b>L</b>	Loyalty
Experience	<b>E</b>	
Adaptability	<b>A</b>	
Dialogue	<b>D</b>	Duty
Education	<b>E</b>	
Responsiveness	<b>R</b>	Respect
Synergy	<b>S</b>	Selfless Service
Humility	<b>H</b>	Honor
Intellect	<b>I</b>	
Prompt Proficiency	<b>P</b>	Personal Courage

## Appendix G

### Thinking Strategically About Army Strategic Leadership Evolution or Revolution

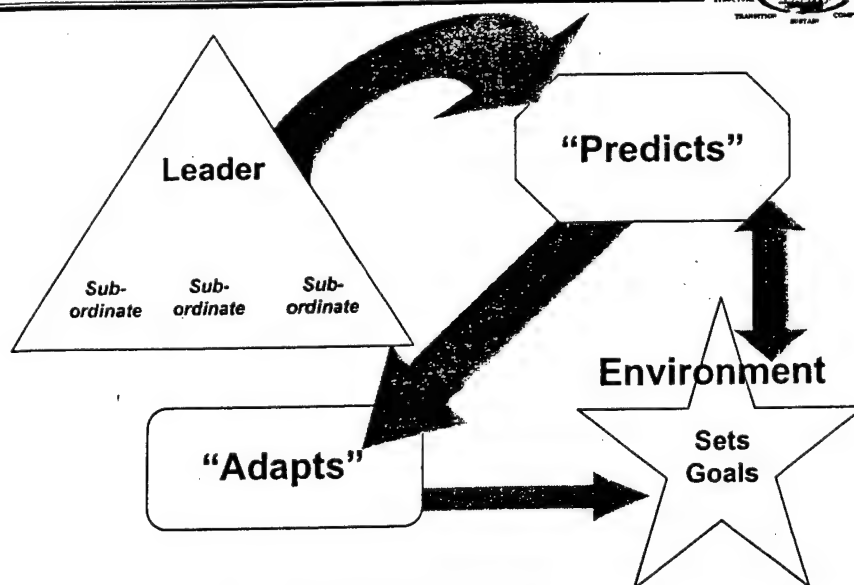
Presentation by  
LTG David H. Ohle  
10 September 1999

***Thinking Strategically  
About  
Army Strategic Leadership  
Evolution or Revolution***

***George Mason University  
10 September 1999***

Quality Soldiers: The Essence Of America's Army

***Leadership is...***



Quality Soldiers: The Essence Of America's Army

## Effective Leader

- Is productive
- Provides Cohesiveness
- Is Loyal
- Exhibits Drive
- Is Satisfied



Quality Soldiers: The Essence Of America's Army

## Leadership Development Program For Leaders

**LEADER**



**ABILITIES  
TRAITS  
CHARACTERISTICS  
POTENTIAL**



**LEADERSHIP  
DEVELOPMENT  
PROGRAM**



**EFFECTIVE  
LEADER**



Quality Soldiers: The Essence Of America's Army

## ***Leadership Development Program***



**Phase 1 - Training, Teaching, Counseling, and  
instructing the leaders**

- a. Knowledge**
- b. Skills**
- c. Attributes**

**Phase 2 - Opportunities for Practice**

**Phase 3 - Feedback**

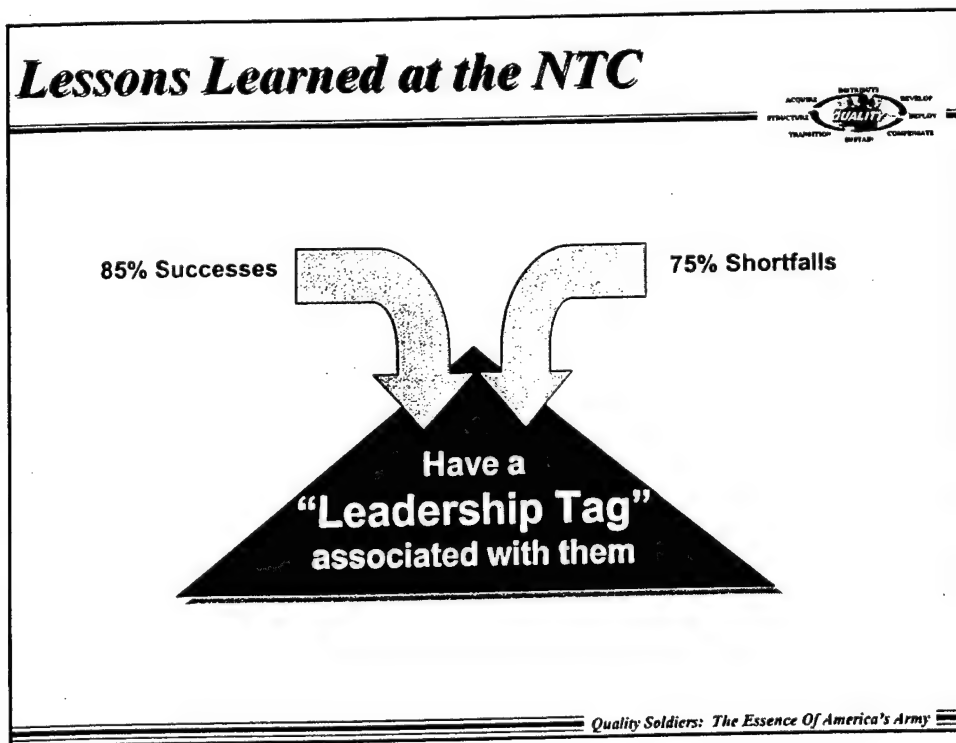
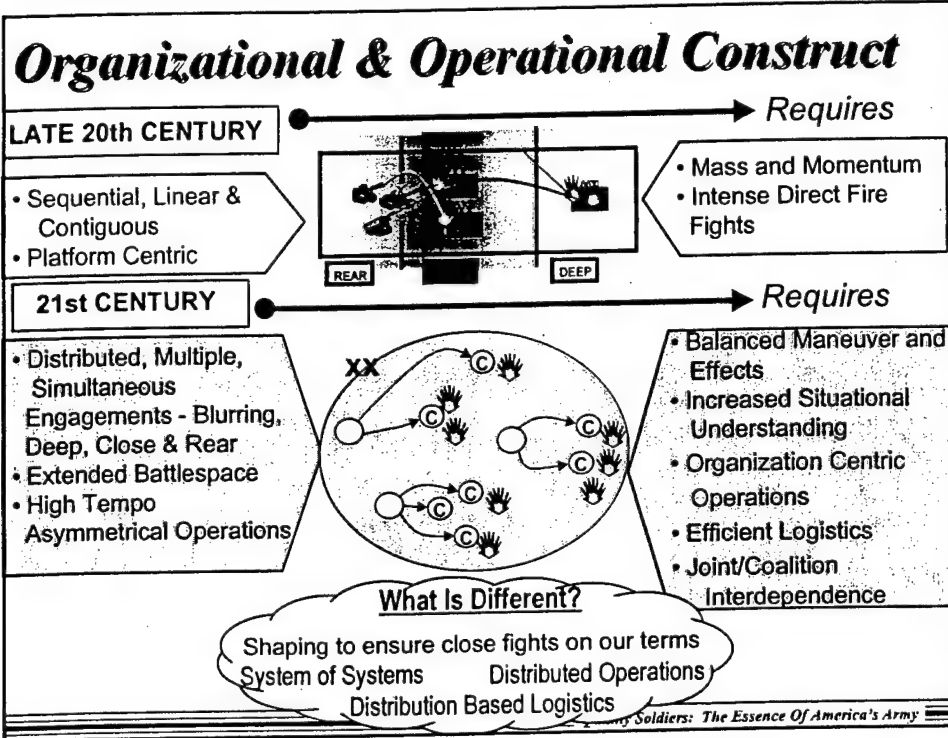
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## ***Battlefield Operating Systems (BOS)***



- Intelligence**
- Maneuver**
- Fire Support**
- Mobility and Survivability**
- Air Defense**
- Logistics**
- Battle Command**

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## Industrial Age Warfare



<i>PLAN</i>	<i>PREPARE</i>	<i>EXECUTE</i>
SETTING THE CONDITIONS FOR COMBAT		

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## NTC Model



<i>PLAN</i>	<i>PREPARE</i>	<i>EXECUTE</i>

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# Information Age Warfare

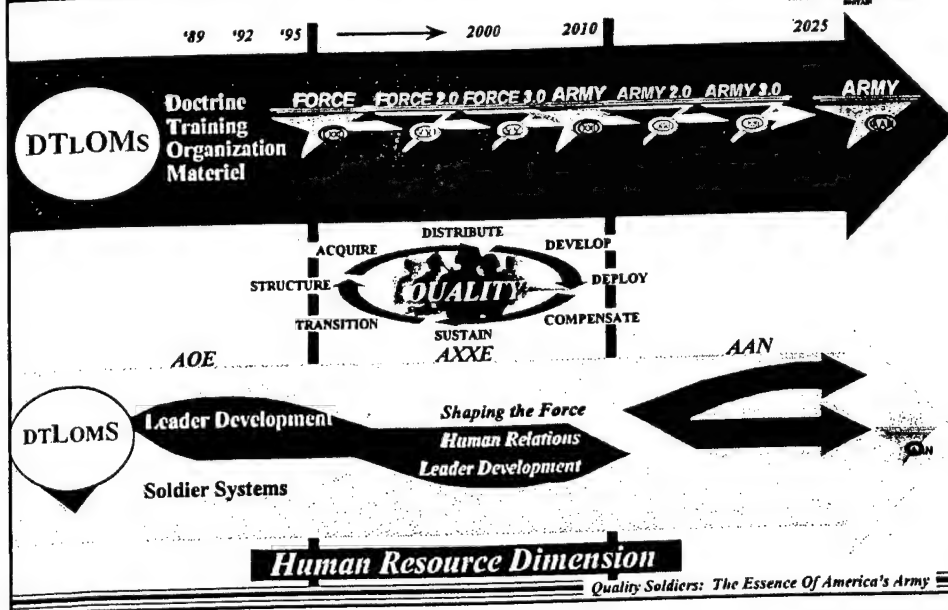


	PLAN	PREPARE	EXECUTE
<b>BOS's</b>	SETTING THE CONDITION For Success		
<b>BOS's</b>	SEEING AND UNDERSTANDING BATTLE SPACE (Depth, Width, Height & Time)		
<b>BOS's</b>	EXECUTING BATTLE COMMAND (Decision Making)		



Quality Soldiers: The Essence Of America's Army

# The Human Dimension of Change



Quality Soldiers: The Essence Of America's Army

# Holistic View of Army Development



## America's Army's Lessons Learned

- Embrace Change
- Robust and malleable leader development education and training system
- Continuous self-assessment

## Leadership Development System

- Phase 1: Training, Teaching, Counseling, and Instructing the Leaders
  - Knowledge
  - Skills
  - Values
- Phase 2: Opportunities for Practice
- Phase 3: Feedback

## Primary Feedback Tools

- AAR Process
- QTBA's
- CSA Update

Implementation			Feedback		
Components	System	Doctrine	AAR	QTBA	CSA
Training	+	+	+	+	+
Leader Development	+	+	X	+	+
Personnel Management	+	+	X	X	X
Evaluation	+	+	0	0	X
Character Development	X	X	0	X	X

## Army Development System (Review Process)

	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
Leader Development	LDU	LDU	LDU	LDU
Army Development	ENLISTED	WARRANT	OFFICER	CIVILIAN
Personnel Management	EDU	WODU	ODU	CDU
Evaluation				
Character Development				

Quality Soldiers: The Essence Of America's Army

## Appendix H

### 1999 Senior Leadership Seminar Executive Summary

#### **Thinking Strategically about Army Strategic Leadership: Revolution or Evolution?**

#### **1999 Senior Leadership Seminar**

By Joseph Psotka

When: 10 September 1999

Where: Johnson Center, George Mason University

The purpose of this report is to summarize the significant ideas, discussion points, insights, and recommendations that resulted from the 1999 Senior Leadership Seminar held at George Mason University on September 10, 1999. The Seminar's charge from the DCSPER, LTG David H. Ohle, was to focus on the changing leadership operational environments and the changing leadership requirements that suggest a need for a revolution in thinking about leadership. Through the formal presentations and discussions, participants were anticipated to separate fact from assumptions and to identify and locate constraints in their thinking about leadership in the future as our Army changes.

The seminar brought together key senior Army leaders and noted scholars from academia and industry to examine the Army's leadership system in the face of new challenges from ongoing geopolitical and socioeconomic changes. As outlined in the agenda, two questions were directly addressed to the group: *"Given the general expectations of the changing Army environment, how would you characterize the status and readiness of rising senior leaders in the U. S. Army?"* and *"Given this characterization, what, if anything, needs to change regarding current leadership policy and practices (e.g., recruitment, assessment, selection/promotion, development, placements/rotation, etc.)?"*

The keynote speaker, Dr. R. Duane Ireland presented his views of the changing nature of strategic leadership in the business world. Dr. Ireland highlighted four major points during his presentation:

- First, the challenge for organizations in a highly dynamic environment is to avoid what he terms "active inertia", which can be a byproduct of success. Such success can breed overconfidence, and the belief that there is no need to change existing operations.
- Second, organizational leaders of the future will need to demonstrate strategic flexibility and adaptability. They will need to act to anticipate (rather than react to) environmental change.
- Third, knowledge-based resources and competencies, especially tacit knowledge, will be key drivers of future organizational and leader effectiveness. Future leaders will not only be required to acquire knowledge, but also leverage it in the face of organizational change and adaptation.

- Finally, the organizational leadership systems of the future will be more collaborative and team-based.

General (Ret.) Gordon Sullivan followed Dr. Ireland's presentation with his reflections on what might be the Army's perspective on the points highlighted by Dr. Ireland. GEN Sullivan shared his perceptions of the impact of change on future army leaders. These ideas can be summarized into five major themes.

- The officer of the future must be a dreamer who can implement his/her vision.
- Officers at all levels of the Army will be expected to display elements of strategic decision making and innovative problem solving.
- Future Army will require leaders who can envision these change dynamics, motivate the Army to move in new directions, and create change and a future for their organization.
- Intellectual change must lead physical change.
- A greater focus on the leader development system is necessary,

LTG Ohle extended these comments by noting that the prior Army focus has been on doctrine, organization, and materiel (DOM). Intellectual change in training, leadership, and soldier systems (TLS) has not kept pace with changes in DOM. Future efforts in Army leader development need to produce adaptive leaders, who are multi-functional, and can think strategically.

The comments of these three speakers formed the foundation for the remainder of the seminar. A descriptive summary of the presentations and seminar discussion by Drs. Stephen J. Zaccaro and Richard J. Klimoski is presented in Appendix E. Overall the seminar achieved several goals. The productive exchange of ideas and experiences

- brought together key senior leaders from the Army who are responsible for many aspects of leader development and policy with scholars in the areas of leadership research and management for focused discussion of future leadership issues,
- achieved some convergence of point of view and judgment about the leadership issues facing the Army and their potential consequences, including a suggested need for a revolution in leadership development that builds on Army core strengths and increases leadership flexibility and adaptability,
- pointed to the self-development pillar of leadership development as the weakest leg that might be strengthened through digital technologies, which could bring strategic leadership skills, feedback, self assessment and vision to the lower levels of leadership,
- highlighted the need for continued dialog, both within and between the Army and academic communities, and
- the seminar lowered the intellectual barriers between academia and the Army and demonstrated the mutual benefit of a continuing relationship.

## Appendix I

### 1999 Senior Leadership Seminar Descriptive Summary

#### **Thinking Strategically about Army Strategic Leadership: Revolution or Evolution?**

#### **Descriptive Summary of the 1999 Senior Leadership Seminar**

By Stephen J. Zaccaro and Richard J. Klimoski

The seminar sponsored by George Mason University and the Army Research Institute brought together key senior leaders in the Army with leadership experts from academia and industry, under the direction of LTG Ohle, to discuss challenges from ongoing geopolitical and socioeconomic changes, and their implications for Army leadership policy and practices. The list of participants and their affiliations is at Appendix A. A major goal of this event was a greater shared understanding of key leadership issues in the Army. The roundtable also provided participants with valued insights as to which aspects of the Army leadership system require the most immediate attention for maximum impact on the Army as it moves into the 21<sup>st</sup> Century.

Professor Duane Ireland of Baylor University began the roundtable discussion by presenting his views of the changing nature of strategic leadership in the business world. His charge was to describe the demands being placed on senior leaders in the private sector, focusing on those issues and themes that would have potential implications for Army strategic leadership. Several highlights from Professor Ireland's presentation resonated through the remainder of the roundtable discussion. First, the challenge for organizations in a highly dynamic environment is to avoid what he terms "active inertia", which can be a byproduct of success. Such success can breed overconfidence, and the belief that there is no need to change existing operations. Such thinking is dangerous in the highly dynamic environment that will characterize business and the Army in the 21<sup>st</sup> Century. Second, organizational leaders of the future will need to demonstrate strategic flexibility and adaptability. They will need to act to anticipate (rather than react to) environmental change. Third, knowledge-based resources and competencies will be key drivers of future organizational and leader effectiveness. Future leaders will not only be required to acquire knowledge, but also leverage it in the face of organizational change and adaptation. Finally, the organizational leadership systems of the future will be more collaborative and team-based.

General (Ret.) Gordon Sullivan followed with his reflections on what might be the Army's perspective on the points highlighted by Dr. Ireland. He noted that the officers at all levels of the Army will be expected to display elements of strategic decision making and innovative problem solving. The anticipated transformations in the Army's environment require leaders who can envision these change dynamics and motivate the Army to move in new directions, who can create change and a future for their organization. A greater focus on the leader development system is necessary, in order to grow the officer of the future who

can envision and change in the context of a highly dynamic operating environment. Intellectual change must lead physical change.

LTG Ohle extended these comments by noting that the prior Army focus has been on doctrine, organization, and materiel (DOM). Intellectual change in training, leadership, and soldier systems (TLS) has not kept pace with changes in DOM. Future efforts in Army leader development need to produce adaptive leaders, who are multi-functional, and can think strategically.

The comments of these three speakers formed the foundation of the ensuing roundtable discussion. While there was no disagreement among the participants that significant change is occurring in the operational environment of Army officers, there was considerable discussion, without a clear consensus, about the nature and rate of this change. Some argued that current environmental changes and their implications for leadership practice were revolutionary in nature, while others argued for a more evolutionary perspective. Evolutionary change is incremental and linear, building on current features of the Army leadership system. Revolutionary change is nonlinear, where new leadership policies and practices would be qualitatively different from existing ones. In the latter case, both the fundamental nature of leadership and therefore ways of developing and strengthening future officers would be substantially different.

While perspectives raised in the roundtable were in complete agreement, the discussion converged on a common framework that the Army environment and subsequent leader policies and practices are likely to reflect a mix of *both* evolutionary and revolutionary changes. The individual officer and perhaps the unit may experience evolutionary transformations, while the Army as an institution may have to undergo a revolutionary adjustment in developing and sustaining the leadership requirements of the future (e.g., it might have to take on the quality of a "learning organization").

Five major ideas emerged from the discussion that provide evidence for this perspective. First, the arguments of Professor Ireland, as well as the observations of both General Sullivan and LTG Ohle, suggest that adaptability and flexibility will be key qualities that distinguish the effective officer of the future. While this not a new argument, the competencies required of such leaders may well be different from those that are the focus of current Army leader development, assessment, and selection systems. Second, the explosion in information technology and the digitization of the future battlefield create an environment where knowledge is a key driver of leader effectiveness. However, such knowledge is not merely functional or technical in nature; instead the emphasis will be on leveraging tacit knowledge. Tacit knowledge is made up of the intuitions and automatic strategies, or reactions that are built through years of experience and expertise. Also, future officers will need the capacity to construct and use new and flexible the forms of knowledge structures that permit framing of different kinds of situational demands and shaping appropriate individual and institutional responses. These new cognitive capacities are radically different from those that are currently the focus of the Army development system. Furthermore, the ways of growing such new capacities will involve developmental strategies that are very different from those currently employed.

A third major idea that emerged in the roundtable discussion was the notion of leadership as a shared obligation and capacity. While the Army leadership will remain formally hierarchical in responsibility and accountability, its practice will become more collective. As information complexity increases, the demands of the strategic environment will require the shared, "real time" input of interacting top leaders. Thus, effective leaders will now be those who can build social capital, who develop relationships and networks that enable a more accurate understanding of strategic parameters and required institutional responses. Several participants in the roundtable acknowledged this reality, but argued that several features of the Army militate against new forms and capacities for such leadership, including current rotation practices, biases against certain career ladders, and the up-or-out policy. This points to the need to focus on key human resource practices in today's Army, as they may actually inhibit progress toward revolutionary change.

The fourth idea that emerged from several contributors was that the Army could best meet its challenges by taking on more of the characteristics of a "learning organization." This means a greater emphasis on individual assessment, feedback, experimentation, coaching, and mentoring. Using the LEADERSHIP acronym, one participant offered the descriptors of such an organization as Learning, Experience, Adaptability, Dialogue, Education, Responsiveness, Synergy, Humility, Intellect, and Prompt proficiency. Other participants placed these qualities along side the traditional Army values of loyalty, duty, respect, selfless service, honor, and personal courage, and speculated how these sets of qualities can be integrated in the officer of the future. What would be truly revolutionary is to design and implement a system that blends traditional core values with this new perspective.

The final major idea follows from these others and reflects the primary arguments of Generals Sullivan and Ohle, that the current Army leader development system needs to be examined systemically and revised accordingly to grow the officer of the future. While this system will remain grounded in the basic values and doctrine of the Army and rested on the three pillars of formal instruction, operational assignments, and self-development, the nature of these systems, their relative emphasis (i.e., more on self development) and their interrelationships will need to change. Digitizing the Army has to remain a high priority, and perhaps these digital systems can be adapted to improve self-development with distance learning and internet-based technologies.

The participants viewed this roundtable as a first step, serving as an agenda-setting meeting to create more common and integrated perspectives among key Army decision-makers. It lays the groundwork for future roundtables in which operational decisions and changes in the Army Leadership system will be informed by research and leading theoretical perspectives. A full report of this first roundtable will more thoroughly summarize, organize, and integrate the perceptions, ideas, and issues that surfaced during the discussions and previewed above. This report is expected to provide a guide to an agenda for additional focused discussions among key Army constituencies.

## Appendix J

Dr. Charles Palus's Notes and Observations

### ARI Meeting Notes & Observations

Charles J. Palus, Center for Creative Leadership

13 September 1999

Colleagues,

I greatly enjoyed spending the day with you. The following are my notes and observations about the leadership development topics we entertained at GMU on Friday, 10 September 1999. These are a brew of my ideas and yours, and I apologize for any misinterpretations or non-attributions—please accept this as grist for the mill, or a straw man. I welcome your comments (palusc@leaders.ccl.org; 336-286-4424).

\*\*\*\*\*

My colleagues and I have been working with corporate senior leader groups facing complex adaptive challenges.<sup>1</sup> Typically they are working on strategy development and execution; often they refer to themselves as councils or cabinets. Finding their group effectiveness limited by their own individual strengths (e.g., advocating for their own units), they are experimenting with new ways of working together, fostering qualities they name as, for example, 'interdependence' and 'building the capacity to deal with the unexpected.'

We are especially looking at *shared sensemaking support systems* for such senior teams (Weick).

So I would like to now imagine strategic leadership in the Army in comparison to these leadership groups I know.

#### **\*\* Referring to Dr. Klein's "column 1 / column 2" list of leadership attributes**

The Army may be shifting from a leadership model of explicit column 1 and tacit column 2, to one in which both are explicit—or even one in which column 1 is apriori or implicit (foundational) and column 2 is explicit. This shift may be especially applicable to *strategic* leadership.

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<sup>1</sup> CCL New Lenses on Leadership Initiative, NELLI. Ron Heifetz on adaptive challenges, Leadership Without Easy Answers.

Column one—loyalty, duty, etc.—is foundational. This idea is supported in recent adult development theory and research<sup>2</sup> in which ‘stage 3’ is embeddedness in one’s social group. Stage 4 is the development and wielding of a unique personal identity, and stage 5 is something like a council of interdependent strong identities who can objectify social memberships rather than be immersed in them.

The stages have the property that what came earlier is used as a foundations for transformation to the next stage, and thus for example one does not lose the sense of fealty to the social group, but one does willingly complicate it by having genuine dialogue with a diversity of perspectives.

Column 2 (dialogue, humility, perspective, etc.) thus points to maturity in the form of stages 4/5. Some research finds that younger people are more likely these days to be able to wield stage 4 and 5 abilities (not always in a mature manner; backfilling column 1 may be necessary), due to the situation in society in which one is “in over his head” (Kegan) if one is in command only of a Stage 3 mindset.

**\*\* This “column 1 / column 2” transformation roughly maps to the Three Principles Model of Leadership (Drath; aka the D-I-M Model):**

**Dominance:** Within this principle, leaders are kings and popes and those they appoint. Leadership is grounded in dominant leaders, whose ability to lead is so compelling (or culturally determined) that others follow. This is the oldest principle of leadership; it does not go away under later principles, but does become co-ordinated by them in different ways.

**Influence:** Within this principle, leaders visions compelling to others. Democratic and market principles shape the emergence of influence as a leadership principle. Leadership becomes more complex; relationships are less one-way and more reciprocal, and social awareness becomes more important. People *choose* to follow influential leaders.

**Meaning-making:** Within this principle, leadership is a relational process. In complex times, and where relationships are peer or council-like in nature, meaning is emergent and deliberately created, rather than dictated (dominance) or asserted (influence). The entire domain of science is, for example, one in which meaning-making is the over-arching leadership principle (Einstein is a leader by his ability to craft effective shared meaning in a community of knowledge). Meaning-making well may thrive in the hands of a strong leader (kings and popes directed the most compelling meaning-systems ever known); however, meaning-making is the only principle which permits leadership to be viewed as a shared process (e.g., great groups) rather than the sole province of an individual leader. “Making” is by definition a creative, often non-linear, emotional, aesthetic kind of work: “this solitary work we can only do together” (Proffitt).

The ability to hold and co-ordinate *both* column 1 and column 2 mindsets—which sometimes contradict—comes from two sources: 1) the character (and skills, etc.) of the individual, and 2) the containers provided by the institution and its culture (e.g., After Action Review appears to be such a container; our recent conversation space at GMU was another).

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<sup>2</sup> Robert Kegan, In Over Our Heads.

“Leader development” tends to focus on the character of the leader, whereas “leadership development” has a broader concern for the containers and processes of leadership as a relational force. Column 2 thus calls for *leadership* development in addition to *leader* development—a distinction worth making I think.

**\*\* Creative leadership is effective shared sensemaking in the face of complexity and chaos.**

I’d like to mention a few ideas from our recent study of what might constitute *creative leadership* in times of complexity and chaos. In working with a large number of individuals and organizations in a training paradigm and program we have designed called *Leading Creatively*, we have encountered a number of what we call *neglected competencies*. In the spirit of our conversations and readings about strategic leadership as occurring in and among senior leaders, I propose the following two types of neglected competencies (and our research supports such a typology I think): *participation competencies*, and *synthetic competencies*.

Participation competencies are those which enable leaders to form and join effective peer networks of leaders, and achieve synergy among leaders. Strong column 1 leaders, we observe, often face the developmental challenge of participating effectively in shared leadership. Crafting a vision as the result of a community effort takes different skills and mindsets than does asserting one’s deeply felt personal vision. Participation competencies include components such as emotional competencies (Golman), dialogue (Isaacs), collaborative inquiry (Torbert), story-telling and story-hearing (DeCiantis), boundary-spanning with wildly different cultures, organizational learning (Senge), deliberate artistry, and perspective-taking and perspective-making.

For example, story-telling is a strong-leader competency which can become limiting when among peer—unless it is developed in the direction of being able to “step back” from one’s own story and hear it as others might, and unpack its assumptions. The ability to do this in a peer group, without shredding others’ stories, is a leadership competency of a higher order.

Synthetic competencies are those that *build* new original and adapted knowledge, both as an individual person and as a participant in a leadership council (the and points to the developmental challenge). Building is not the same as discovering—building implies that something new is being crafted. Synthetic competencies build shared meaning in communities out of complex and often confusing or contradictory materials; they are the artistic underpinning of the “making” aspect of meaning-making. Synthesis of this type is obviously an artistic matter: the story-teller, the pattern-discerner, and the vision-maker are artists of a special kind.

The Hitt et al. paper mentions that “non-linear thinking” is one of the most critical skills for future strategic leadership. Imagination is the wellspring of all good non-linear thinking—and imagination has a tough time surviving in a world in which the *only* valid knowledge consists wholly of proven information, as Dr. Ireland stated. In places where imagination is regarded as the opposite of knowledge (we see this a lot), imagination goes underground or stays at home in the entrepreneurial garage.

For example, scenario creation as an aspect of strategic leadership is matter of synthesizing the plausible as well as the barely-possible. Such materials are always imaginative ideas that play with possibilities rather than rigorously prove them. Creating images in the form of pictures, metaphors, and what-if stories is essential. Knowledge is often provisional, and facts “soaked in theory”<sup>3</sup>—often outdated theory. The future is after all unknown, and the best strategic thinking often has a playful humility (column 2) about asking questions such as “What might surprise us? To what have we not paid attention?”

We have been naming and describing some of these (neglected) synthetic competencies (i.e., creative leadership competencies) in our own research; they are: *paying attention, personalizing, imaging, serious play, collaborative inquiry, and crafting*. Each contains aspects of analytical, rational “left-mode” mindsets, as well aesthetic capacities in the realm of gut-feel, intuition, emotional connection, attuned tastes and sensibilities, a sense of humor, perspective shifting, etc. For example, creating a vision involves analytical acumen as well as the ability to see patterns in the noise, to play with alternatives, to sense, to dream, and to yearn. The ability to do all this within a council requires crafting shared meaning, while holding “in the other hand” one’s cherished personal meanings—this is the art of strategic leadership.

All this can be learned or re-claimed within the character of the individual leader, as well as with the support of the containers and processes offered by the institution.

## **\*\* What is the unique future leadership development challenge for the U.S. Army?**

I would say it is this: advancing the hierarchical, command-and-control, strong-individual *leader* mindset (an obvious core competency)—while in coordination with peer-leader, interdependent, boundary spanning, council-oriented *leadership* development. The latter will require frame-breaking learning experience with new types of leadership containers, while being modeled and coached by new types of senior leaders. The mature leader—and the mature institution—will be able to hold these seeming contradictions within the twin forces of character and culture. This is a learnable art, neglected, underground, peripheral, but not at all out of reach.

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<sup>3</sup> S.J. Gould I think.